

# Columbia College Today

FALL 1967



## **SEX on the Campus**





# HOMECOMING

OCTOBER 21 Columbia vs. Yale





*Mid-May College roost*



Published by Columbia College  
Columbia University  
New York, N.Y. 10027

*This publication is printed for  
alumni and friends of Columbia College  
with the support of  
The Association of the Alumni*

Henry L. King '48, *President*  
Thomas M. Macioce '39, *Vice President*  
H. Melvin Lyter '28, *Treasurer*  
Eugene Rossides '49, *Secretary*  
Max J. Lovell '23, *Executive Director*

**EDITOR**  
George Charles Keller '51

**ASSISTANT EDITOR**  
Bernard Lefkowitz

**EDITORIAL ASSISTANT**  
Malinda Teel

**ALUMNI ADVISORY COMMITTEE**

Ray Robinson '41, *Chairman*  
Arthur Rothstein '35  
Edward Rice '40  
Edward Hamilton '42  
Walter Wager '44  
John McDermott '54

**IN THIS ISSUE**

Around the Quads	6
Sex on the Campus	22
<i>Robert Sherwin '40 &amp; George Keller '51</i>	
Sex, Love and Modern Education	35
<i>Donald Barr '41</i>	
Civilization's Most Important	
Ingredient	40
<i>Moses Hadas</i>	
Roar Lion Roar	45
The Game That Is All Offense	50
<i>John Hollowell '67</i>	
Talk of the Alumni	58
Freddie's Unusual Summer Place	62
Class Notes	74
The Growing Politicalization of Science	92
<i>Daniel S. Greenberg '53</i>	

Address all editorial communications to:  
COLUMBIA COLLEGE TODAY, 117 Hamilton  
Hall, Columbia University, New York,  
N.Y. 10027, Telephone (212) 280-3701

**COLUMBIA COLLEGE**  
founded in 1754

is the undergraduate liberal arts college  
of 2,700 men in  
**COLUMBIA UNIVERSITY**

# Within the Family

## Sex: the last frontier

The main contents of this issue of CCT will perhaps shock some readers and titillate others. But it is intended to do neither.

Its aim is rather to gather some of the best information available about a subject about which we hear much but actually know very little. It is a subject of considerable attention and action for most college students, including Columbia College's 2,700 young men, but one which is ignored for the most part by college authorities and faculties.

The subject is sex. It is really a unique subject.

No other area of human activity in the United States has such special unwritten rules of research, discussion, and critical analysis. Most of these rules are of a restrictive and prohibiting nature, with the result that the territory of human sexual relations is largely an unexplored one—a sort of last frontier of academic darkness. What most people know about it is derived mainly from isolated experiences, hearsay, and journalistic impressions. Human sexual activity is a kind of delightful backwater, undisturbed by the defoliation of modern knowledge and research.

How can any college design residence halls, social programs, parietal rules, support extracurricular life, or evaluate its academic curriculum without some reasonably clear picture of what student sexual needs, patterns, and obsessions are at any time? Yet nearly every college in the land operates without such information. How can any college education be fully meaningful to young people if it avoids serious inquiry and intelligent discussions of a subject that every scholar knows has been a crucial one throughout history and every student feels in his body and soul? Yet nearly every college does just that: avoid the subject.

Columbia may be a little less prudish and ostrich-like than many other colleges in its approach to sex. Still, while the men of Morningside may be somewhat more willing to talk about the subject, they appear to be as reticent as the men at any other campus to undertake *scholarly* examinations of human sexual behavior, either around the nation or on their own campus.

"Whatever information one could dig up in this field would either be misinterpreted or misused against Columbia," said one Columbia official to me. Perhaps, given the present state of national public opinion about sex. But one could have said the same thing about the discovery of nuclear energy, the revelations about the concentration of U. S. corporate power, or other subjects in which Columbia scholars pioneered.

Western civilization is to a considerable degree built upon a subordination of physical pleasure to spiritual, emotional, and especially intellectual development. The modern temper now seems to favor a reappraisal of this traditional Western mode. In the front ranks of those advocating a possible realignment of modern culture are many of today's college students.

Like all challenges to fundamental assumptions, this new thrust against traditional notions and priorities is a fascinating and salutary one. It can cleanse, free, and refine. Of course, it can also pull down and make more primitive.

Universities like Columbia need to recognize and confront youth's new questions about the place of sex in personal happiness and cultural growth. But first everyone needs to know more accurately what the current situation with sexual behavior, attitudes, and laws really is. It is to help in this task that our present issue is offered. CCK

COVER: (top) Nathaniel Semple '68, John Cushman '67; (bottom) Stephen Itzkowitz '67, Robert Ratermann '69. Photo by David Plowden.

## Frankness is In

TO THE EDITOR:

Today I came upon the Fall, 1966 issue of CCT with its excellent features on Catholic education. Congratulations on a fine job! The first article, "The Changing World of Catholic Education," was an especially informative and well-written piece. . . .

Nobody in Catholic education is involving himself much in self-delusion these days. We are not, therefore, adverse to some frank assessments such as yours.

MICHAEL P. SHERIDAN, S.J.

National Catholic Education Association  
Washington, D.C.

## Lies, All Lies

TO THE EDITOR:

When my brother lent me his copy of the Fall issue of CCT, I was hoping to read an intelligent account of "The Changing World of Catholic Education."

For the past six years I have been working at St. John's University, hence I should have resented your irresponsible slurs about St. John's and felt a little pique at the snide remarks from people who obviously had never visited us and did not know the truth. However, I must confess that the inaccurate reference to St. John's barely bothered me; we have been called far worse. The thing that truly concerned me was the lack of basic scholarship throughout the three main articles.

The half-truths and improper generalizations are too numerous to mention. For example, after a lengthy paragraph devoted to showing that the parents of the hierarchy rarely attended college, the conclusion strangely emerges: "Thus, there is the possibility of . . . laymen led by a devout but relatively uneducated clergy." If any sophomore on Columbia's debating team would not be upset at

## Sweet and Sour

TO THE EDITOR:

CCT's recent issue on Catholic education in America was both nostalgic and provocative.

Having gone through Catholic primary and secondary schools, I recall that I received little encouragement from my teachers to attend a great university like Columbia. In 1956 there were few religious who could condone my going to college at Morrisville.

As it turned out, however, my association with the Undergraduate Newman Club under Father Rea's direction helped develop an intellectual spirituality that was not present in my previous religious school training. Ecumenism, fostered by the interdenominational sharing of Earl Hall, was long a reality at Columbia. Part of Professor O'Dea's "brave new world" of Modern Catholicism was already there at Morrisville.

About St. John's University, let me say this. As a member of the progressive wing of its faculty, I have been close to the traumatic convulsions which have beset this institution. It appears to me that the many obituaries that have been written about St. John's are premature.

Despite many unsolved problems and a great deal of exaggerated publicity, the University has taken many steps that will bring it into the mainstream of American higher education. It has a steep road ahead, but may-

sity to a completely lay Board of Regents, several of whom are not Catholics.

Since I was most enthusiastically about your splendid articles in CCT, I showed them to the new board. It is my judgment that these illuminating articles can have a significant impact in the management of this university, the largest private one in Oregon, and on Catholic education generally. Thank you and three cheers.

HENRY A. CAREY, JR.  
Portland, Oregon

## Across the Faiths

TO THE EDITOR:

After reading the Fall 1966 issue of CCT, I want to congratulate you. The three articles on Catholic education were informative and written with great depth. You have done a marvelous job.

JOSEPH L. LICHTEN

Director, Intercultural Affairs

Anti-Defamation League of B'nai B'rith  
New York, N.Y.

## Who's on Top?

TO THE EDITOR:

I read with great dismay the lead article on "The Changing World of Catholic Education." In line after line, the article suggests and sometimes states openly that American Catholic education serves no purpose, is completely inferior, and has had leaders who were anti-intellectual and even anti-American. . . .

As a public school teacher—one currently involved in a government educational research project—I can assure you that it is our public schools which, despite overwhelming financial assets, are the real inferior schools in our nation today. Need I cite New York City statistics on teacher certification, pupil absenteeism, reading levels, etc? Or would you prefer statistics on the suburban schools of, say, Westchester County? . . .

Competition in business has given the consumer a lot for his money. Can't we expect that competition in education will provide us with a greater variety, more innovation, and higher quality than if we allow the State to dictate educational policy for all? I for one am disillusioned with the rigidity, non-intellectualism, and status-seeking of many public school educators. On the other hand, I am thrilled by the growing scholarship and innovations that pure Catholic educators are displaying annually. Change is occurring in the Catholic Church. . . .

The mixture of fact, half-truths, and distorted interpretations was in poor taste for a magazine of your stature. . . .

RONALD SZCZYPKOWSKI '58  
Yonkers, N.Y.

## Thanks for the Memory

TO THE EDITOR:

The series of three articles on Catholic education were not only timely and authentic, but they posed many of the dilemmas of the Church in a period of radical change—deeper than is generally realized. . . .

I particularly enjoyed the piece by Paul



that fallacious argumentation, I would be disappointed.

The appalling misuse of statistics by the anonymous author of the lead article was particularly distressing. Perhaps I cringe because of my training at Johns Hopkins for my doctorate, but in all charity may I suggest that the author read *How to Lie With Statistics* by Darrell Huff (1954). Maybe the anonymous author has already read it and decided to abide by it. . . .

Perhaps Dr. Paul Thomson was summarizing the "guesses" in psychology which the sociologist Professor Thomas O'Dea was hazing when he wrote, "The sin of solemn asshood . . . has not been unknown in academic circles."

REV. JOHN E. COLMAN, C.M.  
St. John's University  
Jamaica, N.Y.

be the climb will add to the strength needed to realize its vast potential.

JOSEPH GIACALONE '60  
Assistant Professor of Economics  
St. John's University  
Jamaica, N.Y.

## From Little Acorns

TO THE EDITOR:

Mr. J. Pierre Kolisch, a Columbia man and distinguished attorney in this city recently gave me a copy of the Fall issue of CCT devoted in part to Catholic education.

For some years I have been a member of the Board of Regents of the University of Portland, a private University here in Oregon operated by the Holy Cross Fathers, who also run Notre Dame. Last week, in an historic move, the University of Portland transferred the ownership and management of the univer-





Thomson since I remember him standing on a box before the Morningside Drive residence of President Nicholas Murray Butler and speaking what was uppermost in his free mind. . . .

REV. GEORGE B. FORD  
New York, N.Y.

## Struck Twice

TO THE EDITOR:

Being a Catholic, I found the Fall issue engrossing. In my judgment, the first article on the "Changing World of Catholic Education" was one of the most temperate, thought-provoking, professionally done jobs on the subject it has been my good fortune to come across in many a day.

Your article struck two particular notes for me, one of nostalgia, the other of immediacy.

Father Ford was already an institution at Columbia in 1932, when I came to the College. I felt quite lonely and confused and he took the time to make me feel at home, at the Newman Club and on Morningside. I was awed by his boundless enthusiasm and love of life and all manner of things in it, and I still hold that awe.

I agree with your high estimate of New York's Regis High School, which my son now attends. Unhappily, Regis, like other parts of the Catholic educational system is feeling the financial pinch. Isn't it time for the U.S. to adopt a more realistic and enlightened attitude about supplementary government aid for the parochial school system?

JAMES L. MORE '36  
Bronxville, N.Y.

## Dissenting Dissenter

TO THE EDITOR:

I want to clarify certain points in the "Around the Quads" item on S.D.S. and the C.I.A. that appeared in the Fall issue. The quoted statements relating to the C.I.A. and the Vietnam war were not mine, and in the form they took were not "supported" by me. Also, the Columbia University Student Council had not taken a stand on the issues involved when the events described in your article occurred.

DAVID E. LANGSAM '67  
President, C.U.S.C.

## Early Early Show

TO THE EDITOR:

In the article on the Citizenship Program in the Fall issue there is an incomplete statement about the satirical issue of *The Jester* devoted to the Citizenship Program. You say

*Jester* "did a spoof in its September 1958 issue." While there was such an issue, there was indubitably an earlier one in February 1957, when Edward Koren was editor and I was managing editor.

If recollection serves, the issue we put out, along with the vocal protest registered by a number of students, was at least partially responsible for the delaying of the Program, which, as your article states, Dean Lawrence Chamberlain at the time wished to be compulsory for all students. It was the compulsory part of the Citizenship concept that many of us found objectionable, and I was glad to read that the Program now is a matter of choice for the College's students.

RICHARD P. BRICKNER '57  
New York City, N.Y.

EDITOR'S NOTE: *Jester* did a spoof on the Citizenship Program in both issues.

## Van Doren Praised

TO THE EDITOR:

You have produced a hum-dinger in the latest CCT. Mark Van Doren's article on John Erskine was one for the money. . . .

CHARLES WAGNER '23  
Executive Secretary  
Poetry Society of America  
New York City, N.Y.

## Grass Roots Religion

TO THE EDITOR:

I must express my dissent from the article "Morningside's Late, Late Show." I see no excuse for the construction of the Columbia gymnasium, or any other building, in Morningside Park.

True, the park has been neglected; but it should be restored, not destroyed. True, the gymnasium is to occupy a rock outcropping, not lawn; but that outcropping is one of the natural ornaments of Manhattan. True, Morningside residents will not have to be displaced if the gym is built in the park; but that is an excuse to build in Central Park also. . . .

Park lands in the City must be kept sacred, if we are going to have a city worth saving not too many years from now.

L. O. ROTHSCHILD, '09  
New York City, N.Y.

## Athletics and Reason

TO THE EDITOR:

As a Lion fan, I am heartened by the news in the Fall CCT that there has been an appar-

ent rekindling of athletic pride among the powers-that-be at Columbia. As Dean Truman says, enthusiasm about athletics is probably irrational, but isn't the important thing that both students and alumni enjoy it? And is athletics any more irrational than some of the supposedly sober, serious aspects of our national life?

CHARLES K. SERGIS '55  
Metuchen, N.J.

## Give Alumni Their Dues

TO THE EDITOR:

I was pleased to read in the last issue of CCT that a number of long-needed innovations in alumni affairs are being explored by the College's Association and the College itself.

However, one subject does not seem to be among those up for change: *dues*. For years I have advocated the abolition of alumni dues, and received nothing but agreement in principle from College and alumni officials. But then they ask: how can we run the Association, help publish CCT, pay for Dean's Day and class meetings, and remain indebted of the University unless we collect dues?

As I see it, the University itself, for love or money or a dozen other good reasons, should provide the \$70,000 needed annually to run the College's Alumni Association, with no strings attached. To make a non-dues paying Columbia graduate feel like a second-class alumnus is ridiculous. An alumni dues—or poll tax—policy only harms everyone: the school, the alumni, and the Association. It is time those who are hiding behind old ideas faced up to this central issue.

BERNARD BRECHER '54  
Hartsdale, N.Y.

## Meauchile, in Vietnam

TO THE EDITOR:

Though I am far from Alma Mater or even a Collegemate, your magazine goes a long way toward providing me with the mental stimulation and remembrance I miss. CCT, with its mixture of honesty, nostalgia, and intellectual material regularly reminds me of the worth of my membership in the Columbia community.

After I finish each issue, my CCT goes to our staff wardrobe, where it never fails to bring amazement that an alumni magazine could be so far above the commonplace. . . .

LT. COL. PAUL FROMMER '37  
U.S. Navy  
Danang, Republic of South Vietnam





## Around the Quads

### Boom at the Top

**D**EAN DAVID BICKNELL TRUMAN has left his post as dean of the College. The short, energetic, 54-year-old political scientist, who has taught at Columbia for 17 years and served as the College's dean for five years, has been named vice president and provost of the University, in charge, under the authority of President Kirk, of the academic life of the University.

The new appointment came as part of a dramatic re-shuffling of University administration leaders and recasting of offices, announced shortly after Commencement, on June 9.

The background for the change is this. Columbia has the smallest executive staff of any American university. Its central administrative structure is not appreciably different or much larger than it was in the 1930's, when life at Morningside was infinitely more simple than it is now. The reasons for the small top staff are many, but there seem to be three principal ones.

Columbia, since the latter years of President Butler's reign, has had finan-

cial difficulties and President Kirk has preferred to channel available funds into faculty salaries and services. Despite its economic squeeze, Columbia is sixth in the nation, among comparable institutions, in faculty salaries, ahead of such leading and better-off institutions as Yale, Princeton, and Michigan. If one throws in all the fringe benefits, the Columbia faculty total compensation is even higher. Harvard, for example, has no university-owned faculty housing, supports no reduced-rate private schools for faculty children, allows no private school aid or college tuition rebates, and does not provide other of the benefits that Columbia liberally offers its professors.

Secondly, the faculty and students have groused repeatedly about "growing bureaucracy" and the build-up of administration leadership. Many of them are Jeffersonians, Goldwaterites, and "states'-righters" when it comes to university government, and President Kirk and other University leaders have yielded to their views. Thirdly, President Grayson Kirk, an international re-

lations scholar, "has some difficulty thinking organizationally," as one of his close colleagues put it. More like General De Gaulle than Defense Secretary Robert McNamara, he has hitherto displayed little desire to refashion a first-rate, modern university administrative structure, equipped with brilliant, expensive, sometimes young personnel. A cool, rational, indefatigable executive, Dr. Kirk has preferred to take the increasingly crushing burdens on his own shoulders, and those of his few close aides.

But now developments have forced a recasting. The kick-off of Columbia's \$200 million capital campaign in October 1966—the largest educational fund effort in the nation's history—requires new people and new posts, particularly since the University has entered the huge campaign with no executives in alumni affairs or in development and only one person in public relations. The University's budget, which has increased six-fold from \$20 million 15 years ago to \$127 million this year, needs a superb management



appropriate to its huge annual operation. The rapidly swelling demands by city, state, and national governments for public service from the one-time almost ivory-tower colleges and universities, and the growing entanglement with government financing, call for new offices, community programs, and people. Numerous faculty and some students have begun to recognize that their cries for tiny and weak administration are actually harming the quality of work on Morningside, and that they are, as one professor said, "acting like Herbert Hoover after the 1929 crash." Anti-administration critics are often quick to lament the lack of "style," "efficiency," or "thoroughness" of Columbia's leaders when the desperately short-handed administrators fail to act with appropriate speed, skill or polish on the many problems facing the University.

And, there is the financial crisis confronting the private colleges and universities. Several have gone broke in recent years, others are about to do so. Yale, Cornell, Rochester, and many others will be running a deficit next year (Columbia's may reach \$4 million), and the prospects ahead are bleak.

Lastly, there is the personal situation with Dr. Kirk. "I need to devote more time to the extremely urgent capital campaign," the president told the elite Columbia College Council in late June. The 64-year-old president,

bothered occasionally by extremely painful backaches, simply cannot carry out all his duties, despite his breakfast-to-midnight schedule, without additional highly competent aides.

So Dean Truman has left the College. Henry S. Coleman '46, director of admissions, has been named acting dean. Dr. Thomas S. Colahan '51, associate dean for academic affairs, has been designated vice dean of the College, and John Wellington '57, associate director of admissions, has assumed Mr. Coleman's duties as admissions director.

The earliest person to depart in the University recasting was the beloved Dr. Lawrence Chamberlain, vice president of Columbia. An extraordinarily conscientious, humane, hardworking, and devoted scholar, "Larry" Chamberlain used to arrive at his office in 202 Low Library at 7:30 each morning, begin appointments at 8:00, and occasionally work till midnight. His desk was always piled a foot high with projects, proposals, requests, budgets, gripes, studies, and ordinary mail. And, as community problems increased and novice New York City politicians caused new headaches, it was often Dr. Chamberlain who had to play the sane, rational fire chief. The mild-mannered 61-year-old ex-dean of Columbia College nearly broke down under the crushing chores of the office, and in the spring, despite the pleas of President Kirk, Dean Truman, and other

intimates, Dr. Chamberlain resigned and left for a sense-and-mind-restoring tour of the United States.

Soon after, Dr. Jacques Barzun '27, provost and dean of faculties since 1955, decided to return to writing and teaching. "Twelve years is a long term — not to say a long sentence. I think I've earned time off for good behavior," said Dr. Barzun. The noted wit and writer will assume one of Columbia's three University Professorships, the highest chairs at Morningside, and continue as special adviser to President Kirk on the arts.

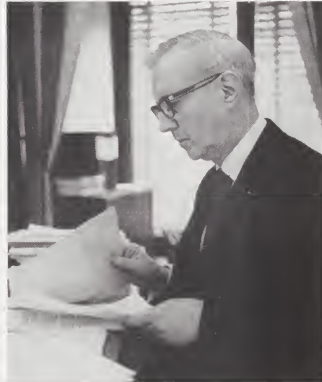
Swiftly, President Kirk moved to realign positions and people. Physicist Warren Goodell (A.B. Illinois '44, Ph.D. Columbia '51), formerly associate director of Columbia's Nevis Laboratories and associate director of the University's Office of Projects and Grants, a crack young administrator, was selected for the newly created position of vice president for administration. Thomas McGoey (A.B. Cornell '31, M.S. Columbia '33), business manager of the University, who has been associated with Columbia since 1937, was named vice president for business. Chemist Ralph Halford, dean of Graduate Faculties, left that post to undertake a special study for Dr. Kirk of the University's use of computers. The position of coordinator of University planning, held by Stanley Salmen, was abolished, and Mr. Salmen has returned to business.



David Truman



Lawrence Chamberlain



Jacques Barzun

*To shape a University administration appropriate for a \$120 million enterprise*

Much remains to be done, of course. The University must find a new dean for the College and for the Graduate Faculties. It intends to make top-level appointments to supervise the critical areas of relations with the community, city, and state; the University's \$60 million research effort; and the critical area of fund-raising. There is strong feeling that there is an urgent need also for a person to pull together Columbia's somewhat messy and long-neglected alumni affairs and a first-rate office of "planning and projections." The latter is especially important,

given the new rate of change in American life.

Dean Truman will be missed in Hamilton Hall terribly. He was an extraordinarily popular dean with faculty, students, alumni, and staff — far from an easy trick in these days of suspicious, angry, and uncommitted young and old men. His concern for curriculum, the faculty, academic matters, and great teaching was relentless. As an administrator, his energy, efficiency, and "sense of flow," as he once called the handling of work coming through his office, was almost incredible. (He

has been sought after by a dozen leading colleges and universities as a president.) Also a witty, humane, almost sentimental person, Dean Truman always found time to concern himself with the lives of persons of all kinds: troubled sophomores, employees at the Faculty Club, injured College athletes, ailing alumni, and virtually every faculty member. His critics, and they were few, were able to find some fault only with his fund-raising skills and his reluctance to tackle the thorny but overdue problem of alumni reorganization. Even here, his candor and warmth usually were disarming.

One of Dr. Truman's causes is that of raising the level of what he calls the "scholarly heart" of the University — its graduate and undergraduate arts and sciences — to a level as high as any in the world. The present University arrangement divides responsibility for faculty quality in this area among the College, the Graduate Faculties, the School of International Affairs, and the adult School of General Studies. Said Dean Truman in his *Dean's Report for 1964-1966*, "Responsibility that is divided in four or more directions belongs, almost inevitably, to no one." He went on, "The University must seriously consider recasting its organization in these academic areas. . . . The College and the Graduate Faculties do and must retain certain distinctive functions; but changes in undergraduate and graduate education — present and impending — and an increased sharing of instructional resources make their organizational separateness at best awkward and at worst destructive of their central place in the University. . . . I do not know what form a changed organization should take, but I am convinced that the problem urgently requires systematic analysis and positive action."

### ***Onward to Penury***

"THE PLAIN FACT is that we are facing what might easily become a crisis in the financing of American higher education, and the sooner we know about it the better off we will be." It was President Kirk speaking on April 17 at Howard University in what was probably his greatest speech in several years. He noted that without "substantial public aid" or new income from other sources many private insti-

President Grayson Kirk

*A Paul Revere for the coming financial crisis*



Aron Easton





New \$8.5 million complex at Barnard, with 12-story "academic tower" and two-story student center, that is going up now for 1969 occupancy

*Hangout for honeybees*

tutions will soon go out of existence and even the strongest ones will decline.

It is no longer a secret that private colleges and universities are in trouble, real financial trouble. Bankruptcy, mergers, and deficit financing are already the pattern, and things will get worse.

At Columbia's National Leadership Conference on May 18, which brought 235 of Columbia's \$200 million capital campaign alumni leaders to the campus, alumni were informed that as of that date \$27.3 million of the \$175 million required by 1969 had been pledged. About \$40 million of the \$200 million will be used directly for new College facilities.

Among the recent donors: Maxwell Geffen '16, \$500,000; Morris Schapiro '23, \$250,000; Jerome Newman '17, \$125,000; S. H. Scheuer '13, \$100,000; Macrae Sykes '33, \$100,000.

### The New Goal

**B**ARNARD, 1700-student sister college across Broadway, has a new president: former math professor and now dean for student affairs at the University of Wisconsin, Miss Martha Peterson. She will assume her new duties on November 1, 1967.

Dr. Rosemary Park, who has served as Barnard's president since 1962, has left Barnard this June 30 to become vice chancellor for educational planning and programs at U.C.L.A., where

her new husband Milton Anastos teaches Byzantine Greek.

The 50-year-old Dr. Peterson is the seventh consecutive female to head Barnard during its history since 1889. She spent most of her early years in Kansas, being born in Jamestown, Kansas, receiving her A.B. and Ph.D. degrees from the University of Kansas and teaching there until 1956. In that year she became dean of women at Wisconsin, soon earning a second doctorate in educational psychology, and advancing to dean for student affairs at all 13 campuses of the University of Wisconsin's system. Wisconsin's President Fred Harrington calls her "one of the most outstanding women in American educational administration." Dr. Peterson was the unanimous choice of the selection committee of faculty, trustees, and alumnae, and was chosen from 134 candidates.

In losing Dr. Park, Barnard loses America's most thoughtful woman educator. Always thinking incisively about the present and planning for the future—never succumbing to faddism or modernity without sense of heritage or enduring problems, she brilliantly urged Barnard forward, sometimes against reluctant faculty members and some vociferous students. About students and student power, she wrote in her final annual report: "Students are neither faculty nor trustee nor administrator, nor even substitutes for these. . . . If they are not to destroy



New President Martha Peterson  
*Seven in a row*

the college, however, before they have grasped its significance in society, as they appear in danger of doing now, then the older generation must endeavor to fan their latent idealism by accepting them as serious partners at this stage in the evolution of the college. . . ."

### Pro and Con

**T**HE COLLEGE's Dean's Office has adopted a new policy on student probation. Traditionally, if a student's average dropped below C-minus, he was in most cases placed on probation. Probation forced the undergraduate to drop all his extracurricular activities and concentrate all his energies on improving his academic course work to avoid flunking out.

Now, many students doing shaky academic work will be issued a new notice, "general warning," from the College. They need not drop their extracurriculars, but will be expected to improve their unsatisfactory performance in their own way. Probation will still be kept as a category, but only for students whose weak performance are unmistakably due to excessive hours in some non-academic program.

The idea is largely that of Associate Dean Alexander Platt, although numerous students have asked for such a policy change for years. Dean Platt said that depriving a student of extracurricular involvement that brings him

satisfaction, a sense of purpose, friendship, and esteem often "does more damage than good." He added that nearly all juniors and seniors with weak records will from now on receive general warnings and not probation notices since "they especially should be knowledgeable and mature enough to decide how to extricate themselves from academic difficulties."

Students who fail to better their academic records after the College's general warning will be subject to suspension from Columbia, exactly like those who in the past have failed to improve after notice of probation.

### Drugs and Students

**D**R. ANTHONY PHILIP, the College's extraordinarily competent director of psychological counseling, will lead a New York City-wide survey this coming fall "to determine more precisely the pattern and incidence of drug usage among metropolitan college students."

Convinced that numerous journalists and educators are proclaiming and acting on very slim actual evidence, Dr. Phillip teamed up with Dr. Samuel Pearlman of Brooklyn College's counseling staff to apply for a quick grant of \$4,200 from the National Institute of Health. They received it, then enlisted the cooperation of authorities at Barnard, N.Y.U., Fordham, L.I.U., and the City University of New York, as well as their own colleges. This October or November they will send a questionnaire to a representative sample of approximately 5,000 students from the 75,000 in seven local institutions. They hope to have some results by January 1, 1968.

The drugs asked about will range from aspirin and stay-awake pills to LSD and heroin. The College's Dean's Office reports that use of illegal drugs is not widespread at Columbia. There have been no known cases of heroin addiction and less than a dozen reported cases of LSD "trips." However, guesses by deans and students of marijuana or "pot" usage among College men range wildly from 5 to 20 percent, with each incoming class possibly having a higher percentage of users because of the recent spread of pot usage at many high schools and prep schools.

Last year the Dean's Office issued to

all College students an informative pamphlet containing the latest medical research about drugs and their effects. The pamphlet, "Drugs," aimed at providing Morningside's young intellectuals with the best information on the subject, has been applauded on the campus and is being widely imitated at other colleges.

### Restless Curriculum

**T**HE CURRICULUM at the College continues to change, adapt, merge, experiment and multiply.

Among the new courses for next September is a neat one-year course in chemistry for non-scientists. Like its "science for poets" equivalents in biology, physics, and math, it will be taught by a senior professor, Dr. Charles Beckmann. With this course Columbia College now has possibly the finest array of science courses for non-scientists in the nation.

Another new offering is a one-semester course by noted biologist John Moore '36 on "Man and Nature," which will take up the biological bases of some of man's current problems such as pollution, fallout, drug use, and others. The department of biological sciences, under the imaginative direction of Professor Edward Hodgson, has, despite some staff difficulties and severe space and equipment shortages, forged a remarkable new set of courses for young life scientists.

Academic teaming continues to spread as a technique. There will be a new joint history-sociology seminar on urban problems to complement the re-

cent English-history and history-education seminars. Also, joint majors are taking hold. The College's powerful Committee on Instruction has approved faculty requests for combined majors in chemistry-physics and history-sociology.

Several courses have been revamped in a bracing way. One is English composition, required of all freshmen, which Professor George Stade has brought closer to a microscopic scrutiny of student writing and further away from literary criticism.

A second is the old "Health Education" now named "Human Development." (It is widely agreed that *both* course titles are hideous.) Formerly a course largely devoted to the many personality problems and sexual concerns that undergraduates face, the course now concentrates more narrowly on the psycho-cultural situation of youth with respect to work, value systems, sex and identity. It leans heavily on Erik Erikson and Freud.

The new one-semester course in computer science started this spring was an overenrolled success. Taught expertly and wittily by computer center director Dr. Kenneth King, it is an introduction to the use of computers for Everyman. Faculty members expect the course will grow like weeds in a short time, and possibly even be required for all undergraduates by 1970.

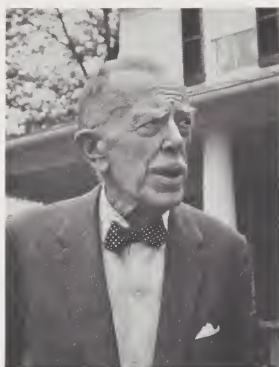
Professor Daniel Bell's influential *The Reforming of General Education* resulted in the formation of two College faculty committees: on combined



Vice Dean Thomas Colahan '51  
*Ignorance of history is increasing*



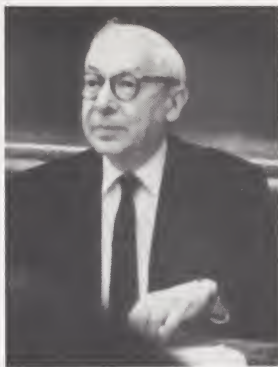
Professor Harold Barger  
*Students are not overspecialized*



Ex-dean James Finch  
*Engineering was a noble work*



Shakespeare authority Andrew Chiappe '33  
*A defeat of defeatism*



Physicist I. I. Rabi  
*Grandpa to a scientific generation*

CC and Humanities and on new "third-tier" interdepartmental courses for seniors.

The first committee issued its report on March 30. Headed by Vice Dean of the College Thomas Colahan '51, the committee was cordial to Bell's idea of combining the famous CC and Humanities A courses—history of Western civilization and history of Western literature and philosophy—on an experimental basis. Hence, for the next two years there will be three experimental sections of combined CC A and Humanities A, organized around "nodal points" or limited but crucial periods of time in Western history, such as the downfall of Athens or the French Revolution. The committee remarked that "most freshmen in the College lack a sense of chronology" and felt that the changing secondary school curriculum has brought about a new historical ignorance in many of today's best students. But they contended, as some College students have argued, that the present structure of CC and Humanities lacks a unifying thread—"It's merely a string of the greatest stuff written so far," as one sophomore said to us.

The other committee on senior seminars, headed by economist Harold Barger, issued its report the following week, on April 6. It was less cordial to Professor Bell's suggestions about new interdepartmental senior seminars, particularly the idea that they be required of all students. "Your committee is, on balance, opposed to it," the report wrote

to the Dean. Fundamentally, the committee disagreed with some of Bell's suppositions. They claimed that on examination of student schedules "most students are not overspecialized as Bell implies"; that few College students "evidenced any interest" in the kind of senior seminars that Bell has proposed; and that numerous third-tier courses such as Bell proposes already exist and more are being established annually for those who wish them.

### *Tempus Fugit*

THREE MEMORABLE Columbia teachers have departed from the campus this spring, one by retirement, two by death.

The professor who retired was Higgins Professor of Physics Isador Isaac Rabi, the 1944 Nobel Prize winner and a teacher at Columbia for 37 years. A kind of grandfather of American physics, Rabi's last class in Pupin Hall closed with a moving five-minute ovation from the 30 College undergraduates in the course, "The Philosophical and Social Implications of 20th Century Physics." The following week, on May 23, a group of the nation's most distinguished scientists, including four Nobel laureates, journeyed to Columbia to pay homage in a special one-day symposium in Pupin, and stayed that night to honor Rabi in a dinner in Low Rotunda attended by 250 persons. Among those attending were Rabi's former Columbia students: Harvard

physicists Norman Ramsey '34 and recent Nobel laureate Julian Schwinger '36, and M.I.T.'s Jerrold Zacharias '26.

One of the two professors who died is Andrew Chiappe '33, termed by an English Department colleague "one of the most brilliant and eloquent teachers the College has known." The 52-year-old expert on Shakespeare succumbed from a heart attack on May 4, in Paris, where he was spending a sabbatical year. Since 1946, when Professor Chiappe succeeded Mark Van Doren, he has taught the College's Shakespeare course. His enormous erudition and superb dramatic readings of the texts were an unforgettable and often influential event in many undergraduates' lives.

At the memorial service on May 18 in St. Paul's Chapel, attended by over 300 persons including more than 100 faculty and former students, Professor Eric Bentley said of Andrew Chiappe, "Since Shakespeare was the greatest writer of English, or probably any language, a course in his work must be at the center of any good college's curriculum. Its teacher is a key person. Andrew Chiappe was a central figure at Columbia College. His brilliance, his sustained animation represented a defeat of defeatism. When he taught Shakespeare, it was a pleasure, it was art, it was life at its best."

The other long-time Columbia teacher who died, on April 14, is James Kip Finch '06. He taught in the Engineering School from 1910 to 1940 and



was its dean from 1940 to his retirement in 1952. An amazingly knowledgeable civil engineer and historian of technology — and a first rate cabinet maker in his spare time — Professor Finch wrote what remains the classic history of engineering, *The Story of Engineering* (1960). "Kip" Finch cared deeply about teaching, and he knew as much about engineering education in America as any man alive. His 1948 book, *Trends in Engineering Education*, is still a storehouse of information, insight, and wisdom. He cared above all for beautiful, well-made things and the people who brought them into being. He was happiest when knowledge was daringly converted into a machine, an implement, a social program to help people — to relieve drudgery and illness and add freedom and dignity. Dean Finch loved Camp Columbia, the University's summer engineering camp, and retired to a house very close to the lovely western Connecticut property after he left Columbia.

Also departing is the long-time religious counselor to Jewish students at Columbia, 68-year-old Rabbi Isidor Hoffman '20. For 35 years the amiable, deeply concerned Rabbi was a wise counselor to thousands of Columbia men. He forged a speaker's program that in recent years has been the finest among the various faiths on the campus, and his personality and energy kept Jews of all ages who were Columbia graduates in touch with each other, and often brought them together on important projects.

He will be succeeded by a Bowdoin graduate, 31-year-old Rabbi Bruce Goldman. Goldman, a member of the Reform or liberal movement in Judaism, is also a photographer of some note.

### Books That Influence

THE VAN AM SOCIETY this year decided to initiate a new annual awards ceremony to honor faculty and alumni who write fine books, volumes that are both major contributions to knowledge and extraordinarily well-written texts for intelligent laymen, such as Columbia men unflinchingly claim to be. For lack of time, books by outside alumni were not able to be read and included in the prizes this year.

But on May 9, at a dinner in Ferris Booth Hall attended by numerous pro-

fessors and students, the first three Van Amringe Distinguished Book Awards were handed out to Shepherd Professor of History Peter Gay for his already much honored *The Enlightenment*; Professor of Japanese Donald Keene '42 for his study of *The No Theater*; and Associate Professor Steven Marcus '48 for his volume *The Other Victorians*. The selection committee is one composed of faculty members and members of the Van Am Society.

The idea for the new annual book awards is, according to Van Am spokesman Rick Waltman '68, "to recognize the largely unknown and unheralded but very distinguished contributions of Columbia persons to American letters." Said Waltman, "A great many college students today think it is sophisticated to be unfailingly critical and to pooh-poo all great efforts of mind, imagination, and character. It seems particularly square to some students to take pride in your own college and its alumni and professors. Well, plenty of us students are proud and we want to show it somehow. The Van Am's annual Distinguished Book Award isn't much, but it will be yearly indication of the appreciative side of Columbia's student body, which is often lost because of TV and newspaper preoccupation with the angry and bizarre side."

### Steam Heat

AS THE VIETNAM WAR continues its frustrating course, student and faculty feelings have begun to boil over. The steam of irrationalism and student violence seeped onto many campuses this spring, and Columbia was no exception.

Angry at what they regard as the Johnson administration's inflexible position on Vietnam and its lack of sufficient information, a knot of Columbia students assaulted Columbia's administration for its "neutrality" on the conflict with a hostility unknown since the 1930's. Acting under the umbrella organization of the Students for Democratic Society, a multi-factioned group with an elastic membership of between 40 and 400 students, the student left tried to force Columbia as an institution into an anti-war stand.

Using the weapon of "student power," some students sought to blast

and embarrass President Kirk into submission to their views. The President's reminders of the dangers of a university's becoming an emotionally charged political cell instead of remaining a haven for rational and critical inquiry only sounded to the students like apologies for "the viciously militaristic power structure ruling this nation with its fists," as one student circular put it.

The first incident occurred on February 8. Two C.I.A. recruiters were to hold career interviews with interested students on campus, as they have for the past nine years. The SDS decided to picket their appearance outside Dodge Hall. About 15 students, however, broke out of the SDS picket line and marched up to sit-in at the door of room 606 Dodge, blocking it so that no other students could talk with or question the C.I.A. pair. Led by Robert Dillon, a graduate student ironically studying with the help of a National Defense Education Act grant, the group refused to budge although Dean Alexander, Proctor Kahn, and others informed them of the illegality of their action. Several SDS representatives, who disagreed with this obstructive tactic, also asked them to rejoin the picket lines. But the dissident group, an orderly one, mixing indignation with derisive jocularity, left only when the C.I.A. men left, at 3:20 p.m.

The protestors were identified and brought to a hearing, which was unusual in that the protesting students insisted on turning it into a quasi-trial. But the six-man investigating panel, chaired by Professor Curtis Berger of the Law School and including two Columbia students, handled the proceeding with sympathy and decorum. Despite the many campus demands to throw all the radical rowdies out and to free all the conscience-heavy heroes, the panel recognized the "deeply-felt views" of the protestors but said:

What was reprehensible about the sit-in was the denial of free choice to those students who were prevented from keeping their interviews. In an adult community, no group may arrogate to itself the right to impose its will as the self-appointed guardian of the conscience of other members of the community. To assume this role . . . denoted an arrogance that has no place on this University campus.

President Kirk, softening the panel's recommendations for discipline slight-



Mike John

Sit-in against the C.L.A.  
*Sympathy and rebuke*

ly, placed nine students on disciplinary probation, dismissed charges against five others, censured Robert Dillon, and suspended for a year one College junior, George Gruenthal, who had already been under censure for a previous violation of University academic freedom.

Earlier in the spring semester, a remarkable Rousseauist manifesto for greater student strongarm pressures had appeared in *Spectator's* "Letters" column. Written by New Yorker Lewis Cole '68 of the SDS Steering Committee, it said, in part:

People . . . either have power to make decisions that affect their lives or they delegate that power to others. The students at Columbia had delegated it to the University Administration and they wanted it back . . . For us, the University Administration represents not our interests but those of a power structure that exists and rules this country; yet the decisions it makes about the University are decisions that immediately affect our lives. . . . After February some process of self-definition and self-determination will have begun, and the lines will have been drawn. For the first time students will be able to say with controlled energy to President Kirk that he does not represent them, that neither his logic nor manners nor hopes are theirs; and that since all his deceit — and the deceit we ourselves were once guilty of — is based on our giving up our power, we shall reclaim that power and make it represent our judgements and interests . . .

This radical view — that universities really belong to *students*, who delegate officials and teachers to run it for them as the students feel it should be run — had substantial credence among the Student Left and was frequently invoked, and acted upon, during a second struggle: ending the University's calculation of class rank for the draft boards.

Last year, according to Registrar Charles Hurd '37, 90 percent of all University students requested that the University forward their class rank to their draft boards, and only one percent said that they wanted no information at all sent out. But this year the mood shifted. First the College students, next the G.S. and Engineering students, and then the College faculty voted by large majorities to recommend to the President the abolition of class ranking, a device used principally for admission to graduate schools and, during the Korean War and again recently, for helping to determine student deferments by the local draft boards. Faculty and Dean's Office opinion supported the student shift in mood when more students began to say to professors who had flunked them or to deans who were heaping academic suspension, "You can't do that. You're sending me to die in Vietnam."

On March 23, the University Coun-

cil, Columbia's top policy-recommending body, composed of 40 professors and 30 deans and administrators, met. Outside, on Low Library's steps, an emotional but restrained group of 400 students sat in silent vigilance, prepared to start a "student strike" with a boycott of classes if the Council didn't end "University complicity with the war machinery," as an SDS leaflet put it. The members of the Council had in hand a finely reasoned five-page letter signed by five young College professors, but drafted chiefly by sociologist Allan Silver. It held that the use of class rankings as a criterion for prescription prompts numerous teachers to give students grades with less than full accuracy or objectivity and "damages our relationship to our students." The letter went on, "We are sorry we must, to protect the College as a whole, deny to a minority the right to submit part of their records to the draft boards. . . . Nor are we unaware that a few insensitive or uncomprehending draft boards might punish a student for an act of the College. But these are costs that must be paid, in our view. . . ." The members of the Council, several of whom said they were impressed by the letter, unanimously voted to recommend to the President and Trustees that class rankings be withheld from the Selective Service—for *educational* reasons.

The next week, at their monthly meeting on April 3, the Trustees found a contradiction in the faculty and Council proposals. The faculty and Council argued that withholding class ranks from Selective Service was an educational and *not* an anti-military act, but they both had requested the abolition of ranking for draft purposes only and not for graduate school or employment uses. In a surprise move, the Trustees therefore decided upon the elimination of class rankings for *all* outside uses.

Columbia thus became the first major university to refuse to tell outsiders whether a student stood in the top or bottom quarter of his college class. (Haverford is the only other institution with male students that computes no class standings.) The Trustees' decision was promptly hailed in the *New York Times* as "a fundamental, long-overdue educational reform . . . more intellectually forthright and educationally principled than the nar-



Frank Pakeny

rower demand by the University Council . . ." and one likely to reduce the competition for grades.

Some of the student militants hailed the decision as a victory for "student power," attributed its passage largely to threats of a student strike, and pressed for further action.

Meanwhile, campus resentment had begun to mount against the protestors. Said one College student in March, "They're only a tiny group but they're trying to take over the University. They've infiltrated the Columbia University Student Council, which issues all sorts of ridiculous left-wing statements without ever consulting the student body." When the senior class officers polled the Class of 1967 late in February it found that 80 per cent favored allowing the C.I.A. to recruit on campus, while the response on the Vietnam war was mixed: 50 per cent wanted more emphasis on negotiations, 24 per cent wanted withdrawal, 17 per cent supported present policy, and 9 per cent favored further escalation.

On April 13 a *Spectator* column by Mark Leinwand '69, titled "Peacenik Poppycock" blasted "the small number of immature dogmatists who think . . . they are justified in taking any action which may strike their fancy, democratic or not." Said Leinwand against the "peaceniks," "We are again being assaulted with many of the

trite generalities, inaccuracies, and lack of understanding of the facts which have characterized much of the criticism of what this country is trying to do in Southeast Asia."

Even the cool Dean Truman began to appear somewhat perturbed by the more shrill student threats. At one point he told a group of professors: "I yield to no one in my respect for student opinion. But I'm getting a bit tired of a small minority of students threatening to boycott or strike or disrupt the academic process whenever the University doesn't act immediately as they want the University to do."

The resentment was abetted by some rather crude maneuvers by a few students against the NROTC and by some far-fetched accusations that the Institute of Defense Analysis was, in the words of SDS student Michael Klare, "using Columbia and the eleven other member schools as tools" for military death-dealing. (During Columbia's six years of membership, it has had no IDA project contracts. Several faculty members have consulted for IDA on an individual basis. But the student critics are loath to criticize professors, whom they desire as allies, and prefer to concentrate all their venom on the villainous Dr. Kirk, "The Administration," and some nebulous "power structure.")

The resentment boiled over on April 20-21. Marine recruiting officers made

their annual visit to the campus to talk to interested seniors. Nearly 200 SDS-led students stormed into the rather small John Jay lobby for a "confrontation." A smaller group of about 40 students were on hand to see that the Marine officers were not grossly insulted and interested seniors not denied access to the recruiters. The 40 self-appointed protectors of the Marines were largely NROTC students, athletes, and political conservatives. They ringed the Marine table, against which the jeering crowd of protestors pressed, and began answering the leftist jibes with insulting counter-jibes. Bitter debate ensued, then some pushing, and then a few fist fights. Assistant Dean De Koff, with the help of four football players, gradually stopped the fighting and restored order. The Marine officers agreed to leave for the day.

Dean Truman, visibly annoyed by this second violation of academic freedom only three months after the C.I.A. sit-in, announced on Thursday night, April 20, that the Marine Corps recruiters would definitely conduct their second day of interviews as scheduled, this time in the slightly larger Hartley Hall lobby. An emergency strategy session in the Dean's Office was called early Friday morning to make plans to ensure orderly interviewing. The dean also asked about two dozen or so faculty members to be present in Van Am quadrangle in front of Hartley that afternoon to see that academic freedom and order was not violated again.

That Friday, the first persons to stir on the campus were several dozen TV cameramen and newsmen, who get interested in higher education whenever it promises to take a violent turn. A short while later, just before noon, SDS members began to gather on College Walk around the Sundial, at the edge of South Field. By 12:15 there were 300 persons around the Sundial, and a succession of speakers got up to denounce the Vietnam war, the University's alleged "complicity" in the war, and the U.S. Marines. The national secretary of SDS was on hand; he said to his listeners, "Yesterday your spirit was great but your discipline was lacking." The tone of the rally was more sober, less angry than usual. One College student, who had bought \$5 worth of daffodils, was distributing them to the crowd, encouraging "love not hate."



One reason for the sobriety perhaps was the presence on South Field, below the Sundial, of another student group of 200 who rallied the leftist speakers when they spouted time-worn phrases like "capitalist imperialism," and "power structure," and "military machine." When SDS shouted "U.S. Marines Must Go!" the other group shouted "SDS Must Go!" When the protestors held up signs saying "Not With My Life You Don't," the anti-protestors hastily made signs saying "Not With Our Country You Don't." Many in the other group were wearing light blue buttons saying "Abolish SDS."

At 12:45 the protestors, only a handful of whom were not Columbia students, walked solemnly over to Van Am Quadrangle and, under the direction of approximately 50 student marshals wearing armbands, formed an orderly oval picket line outside Hartley, Livingston, and John Jay. On the South Field bank to the west, an equal crowd of anti-protestors stood, much less solemnly, occasionally heckling with chants like "Soap, Soap, Give Them Soap." With Dean Truman and 20 faculty watching, both groups were relatively restrained, although there was some scuffling. At 1:30 a College man on the fifth floor of Hartley draped a large U.S. flag from his window. The anti-protestors cheered and broke into the National Anthem. The SDS-led pickets joined them in the singing.

Inside Hartley Hall, behind a long table with a brilliant red cloth over it, the Marine officers quietly answered questions about enlistment opportunities for dozens of undergraduates. At the end of the day one of them said, "While our reception was less orderly here, the turnout of more than 90 interviewees was as large as that at any of the 60 schools we have visited, except St. John's University."

The press looked disappointed because there was no violent clash, but Dean Truman said, "Nearly everyone was magnificently restrained, mature, and intelligent."

However, the potential for an explosive riot did not go unnoticed by President Kirk. A few days later he reluctantly called off the colorful outdoor NROTC Annual Review held on College Walk before graduation. The Navy Department had requested that

"the exercise take place without interference" and Dr. Kirk wrote to Paul Nitze, Secretary of the Navy, that "This requirement is one which I am not able to meet . . . without calling in a large contingent of city police."

President Kirk was immediately hailed and castigated. While many faculty and students thought it wise, given the current mood, some faculty and students, and a host of alumni disagreed. Said government professor Warner Schilling, "If we believe an NROTC unit is educationally useful shouldn't we protect it, even at large cost?" Roderick Stephens, president of the Class of 1906, delivered to President Kirk his class' resolution, which said in part, "We urge that the officers and trustees of the University take whatever steps are necessary to re-establish control over activities on campus, and among students and faculty; and while preserving the right of free speech and dissent, shall never again surrender to those who seek by threats or violence to impose their views upon those who differ."

The Class of 1906's feelings were endorsed a few weeks later by a statement of the American Civil Liberties Union, which said: "In light of recent occurrences on some college campuses,

the ACLU considers it important to emphasize that it does not approve of demonstrators who deprive others of the opportunity to speak or be heard, or physically obstruct movement, or otherwise disrupt the legitimate educational or institutional processes in a way that interferes with the academic freedom of others."

For Columbia and other colleges there may be an increasing problem of keeping the passionate feelings about an issue outside the campus from slowly rotting the level of dispassionate inquiry and reasoned discourse inside the University. It is not easy to conduct a learning-as-usual enterprise during a semi-wartime period.

### Graduation Messages

THE WEATHER at graduation time this year was grand. A bright Columbia blue and white sky acted as a decorous panoply for the black-clad degree recipients and their proud shirt-sleeves and seersucker onlookers.

The speeches were a cut above the usual, and most of them were written with the spring controversies in mind. At the College's 103d Class Day on Monday, June 5, before the 640 seniors and 1,200 parents and friends, both the valedictorian Martin Oster and saluta-

Drawing by Robert Day © The New Yorker Magazine, Inc.



"As president of a great university, sir, what would you say is the most significant change you have observed in the last twenty years?"

orian Allen Spiegel decided to discard the traditional subjects in favor of an internal political appeal and to talk not to the seniors, faculty and guests gathered before them but to *The World*, through the newspapermen in the audience. (Such is the awareness of the influence of media these days.) They both called for more "student power" in running the university, although Mr. Oster added, "The lack of expertise on the part of the students in the management of what amounts to a multimillion dollar enterprise, and the transitory nature of the student body, argue against placing undue power in the hands of the students."

Between the two student addresses Dean David B. Truman spoke, with a measured urgency in his voice, about the greater need for "informed discrimination" today.

Complexity and rapid change such as we now see around us and ahead of us weaken convention, erode belief, and make skillful discrimination more uncertain precisely when it is most needed.

The signs of discrimination's jeopardy are many, but none is more clear or

more menacing than a rapid extension of our foolish penchant for bipolarity—from matters of trifling import to areas of gravest consequence. To classify all people as either "with it" or "not with it" and tastes as either "in" or "not in" is silly, indiscriminating, and essentially harmless. But . . . to impose such bipolarity upon a wide and important range of human experience is to abandon discrimination, to renounce rationality, and to embrace disastrous failure—individual and collective.

Dean Truman then zeroed in on the graduates and spoke of "your University." He noted that the fashionable bipolarity among a growing number of students and faculty "insists not only that each of us . . . must be either a 'hawk' or 'dove' but also that the university as a corporate entity must choose one side or the other . . . as a direct political advocate" in national affairs like civil rights or the Vietnam war.

Dean Truman said, however:

Society has made of the university a kind of privileged sanctuary in which its members may engage in unhampered inquiry and discussion . . . [but] the privilege of sanctuary is conditional. . . .

The conditions, according to the dean, are that the academic community not "permit some of its members to make it a battleground rather than a forum for inquiry, a political staging area rather than a setting for criticism and dissent." At this point the dean was interrupted by loud applause from a large majority of the graduating seniors.

The second condition, said Dr. Truman, is that "the university as a community, as a corporate body, will not become an advocate in the political marketplace." If it does, "it will have abandoned any difference between it and the usual contenders in the political arena, and it will be obliged to accept the fortunes of the political game as other political groups do. When political fortunes change . . . the losers can expect to have their opportunities restricted and their activities regulated."

Argued Dean Truman, "The university cannot simultaneously both stand apart and assume the role of political advocate. The two are incompatible." He concluded that this country has not seen the last of intolerant orthodoxes of the right or left and "it will have need of sanctuaries, strong and uncorrupted."

The senior class rose spontaneously

to give Dr. Truman a four-minute standing ovation. About 15 seniors, annoyed at the dean's remarks, refused to rise or applaud.

The next day, Commencement Day, Governor Rockefeller, one of the honorary degree recipients, spoke at the Alumni Federation's luncheon in Ferris Booth Hall. He said humorously that he was surprised "that a graduate of Dartmouth has been found worthy of a degree from Columbia"; then told the audience of the progress that New York State, "the last state in the Union to have a state university," has been making in public education. The Governor added though that private institutions "possess qualities that are precious and irreplaceable and which must be perpetuated" and that he had recently asked the Board of Regents to help appoint a Select Committee on the Future of Private and Independent Higher Education in New York State.

That afternoon, at the majestic Commencement ceremony, President Grayson Kirk told the graduates of the several schools and the 12,000 spectators that:

In the United States we have reached a time in our history when we shall need all the wisdom we can summon if we are to be able to deal effectively with the terrifying problems now on the national agenda. . . . It is a time when we ought to abandon that feeling of unquenchable optimism so characteristic historically of our people; it is a time for sober reflection, for genuine humility in the face of staggering problems and for courage to face the truth, however unattractive it may appear to be. Above all, it is a time for leadership and a time when the university world must contribute all it can to the ever inadequate supply of that precious commodity. . . . [Unfortunately] the academic community has often been more contentious and querulous than constructive.

### Monarchists at Morningside

LORD Great Chamberlain of Lyon Azure asked his date whether she preferred white wine or red. Nearby, the Viceroy complained that his roast beef was too rare. Across the table, the Lord Warren of the Atlantic Colonies said, "Most waiters today are simply impossible."

It was, Knight's Honor, the regular semi-weekly dinner meeting of the King's College (Columbia) Monarchist Union, held one Wednesday night last spring at the King's Table Restaurant in John Jay Hall.

Dean Truman at Graduation  
*Colleges can't have it both ways*



No one could confuse the group with representatives of the New Left. Of the 17 young men at the dinner, seven wore evening clothes. Three wore decorations which they said were awarded for "loyal service to the Crown."

Columbia's Monarchist Union, believed to be the only such college group in the nation, is composed of undergraduates who share, almost seriously, a common counter-New Deal philosophy ("What is new is untrue") and a view of history ("America was better run and more fun under George II than under Lyndon Johnson"). They admire monarchies generally and British royalty especially, and have adopted titles to go with their fealty.

Their mission is to restore taste, manners, mutual respect, good form, and political order in America; and to do this they propose that the various states in the Union be returned to their colonial possessors: England, France, Holland, and Spain. This, they admit, may take some time, so meanwhile they are advocating a policy of gay disgust toward modern life.

"Everything has gone downhill since Alexander Hamilton," said 21-year-old junior James Hershey Lutz of Harrisburg, Pa., a descendant of the chocolate barony, after he had joined in a toast to the restoration of the Romanovs to the Russian throne. "I have little interest in this nation. I just accept that the direction of American life is wrong, and that the world is headed for an apocalypse."

The Monarchist Union was established two years ago by several students who discovered, while living on the same floor of Furnald Hall, that they were all dedicated Anglophiles and avid students of medieval society. They started meeting regularly, found that other students wanted to join them, and started forums on such subjects as the deployment of Marshal Ney's troops at Waterloo, the causes of the Hapsburgs' decline, the remarkable rule of William the Conqueror. One of their topics: the restoration of Columbia University to the British Crown.

Columbia was founded, of course, by a decree of King George II in 1754, as King's College. The Monarchist Union feels that the American rebellion ruthlessly snatched it from the crown and rudely denied the original patron of his rights as the founder. They plan to peti-

tion Queen Elizabeth next fall to repossess Columbia University.

"There is absolutely no question about it," Lutz said. "The Queen owns Columbia. We intend to ask the Queen to appoint Jacques Barzun as royal governor since he's the last aristocrat left."

At the other end of the table senior John Gregor, Jr., of Indianapolis, a descendant of Lord Cecil Calvert, one of the original settlers of Delaware, talked about the philosophy of the Union. Gregor adjusted his rimless glasses, fiddled with the silver medallion that hung from a red and blue band around his neck ("A trinket I got at some waif's benefit ball at the Waldorf") and said, "There is nothing so revolting about modern life as the trend toward total social equalization. In a democracy people lose all respect for their intellectual, spiritual, and social betters and elders."

Lutz agreed. "Modern education is a perfect example of democratic excess. America is educating too many people, giving them too many opinions. We're producing a gauche, arrogant, rebellious semi-intelligentsia. The first thing we must do is eliminate nearly all scholarships. Next, we have to abandon all these cheap public colleges and universities. You would then be left with the Ivy League colleges and several dozen others which could choose to educate only the finest people with responsible ideas about society."

The talk around the table drifted to a man considered by the Union to be among the last of the great national leaders, Generalissimo Francisco Franco.

John Adam Balkoski, Jr., a New Yorker and vice president of the Young Republicans, whose father is district administrator of the U.S. Department of Health, Education, and Welfare, said, "Oh, we're all Franco fans. He's done a remarkable job building a nation from thousands of warring, anarchistic, petty factions. A bit of violence is sometimes necessary to maintain order, which is a prerequisite for freedom. Of course, extremes are to be avoided. But Spain is more peaceful and prosperous today than it has been in 400 years."

Reynold Buono, Brooklyn-reared president of Columbia's Newman Club, added, "For semi-primitive confederations, enlightened military despotism can often be the best of all govern-

ments. Franco succeeded because he was not an ideologue, but a realistic, efficient man with a keen sense for the needs of human nature in his national setting at his point in history. He understood the Spanish mind, and neatly coupled the Church and the military."

Lutz again offered: "The great thing about Spanish fascism is that it is not an emotional populist movement but a traditional elitist affair. It's not based on acclaim and promises among the masses. Franco didn't sink to tinsel flamboyance—parades, endless speeches, mob demonstrations, slogans, and that sort of thing. He just assembled a crack army and did the job. He understood the peasants' need for discipline, loyalty, direction. In his way, he's a genius."

The dinner-meeting ended with a toast to the Queen. The Lord Warren took a last, lingering sip of Drambuie, and the Viceroy asked, "Shall we go, gentlemen?" As the Union members filed out of John Jay they walked past a banner denouncing the Vietnam war, past McMillin Theatre, where one of Andy Warhol's underground film was being screened. On Broadway they said goodbye to each other, politely and cordially, then disappeared into the night of the 20th century.



Historian Peter Cay  
*A bushel of prizes*



### The Honored and the New

COLUMBIA'S chemistry department continues to gather national honors. Now Professor Gilbert Stork has been awarded the \$1,000 American Chemical Society Award for creative work in synthetic organic chemistry. Ten years ago Dr. Stork received the Society's Award in Pure Chemistry. Also, Ronald Breslow, a young pioneer in organic chemistry, has been chosen to be the youngest holder of a named professorship at Columbia. The 36-year-old researcher, who annually teaches College men, has been designated Samuel Latham Mitchill Professor of Chemistry.

Over in Pupin, physics professor Gian Carlo Wick received the 1967 Donnie Heineman Prize for Mathematic Physics this April. The \$2,500 award was given to Dr. Wick "for contributions to quantum field theory, for his investigations of the theory of scattering of particles with spin, and his recent deep analysis of the symmetry principles in physics."

John Heliker, assistant professor of painting at the University, received the Award of Merit (a medal and a \$1,000 prize) from the American Academy of Arts and Letters this February. An outstanding painter, Professor Heliker joins the list which includes such others as Andrew Wyeth, Charles Sheeler, Charles Burchfield, and Rico Lebrun.

History Professor Peter Gay's new volume on *The Enlightenment* has been gathering prizes left and right. On top of the National Book Award, and the new Van Am Prize, the book this March was given the Frederic Melcher Book Award for the greatest contribution to religious liberalism during the past year.

Columbia's School of International Affairs, reputed to be the nation's best, continues to grow in stature. This spring it was announced that Marshall Shulman, a top Soviet expert at Tufts, will join the School to head up the Russian Institute; while John Lindbeck, an authority on Chinese politics and Pacific security problems at Harvard, will become director of Columbia's East Asian Institute.

The eminent school is also setting up a new institute — for Southern Asia — and has selected Howard Wriggins of the State Department's Policy Planning Council as its first director. Among its first courses is one by David Schoen-

brun, the noted ex-foreign correspondent, on "The Vietnam Crisis."

And Columbia has received one of the new \$100,000-a-year Regents University Professorships from New York State. One of 10 awards provided by the state for public and private chairs, the Regents fund will be used to endow an Albert Schweitzer Chair in Humanities in the School of International Affairs. The holder of the chair will be designated next year.

Two other top scholars will join the Columbia faculty this fall. One is 50-year-old economic historian Stuart Bruchey of Michigan State. He will be named, it is expected, to the vacant Allan Nevins chair in American economic history after his first year at Columbia. The second is Eugene Galanter, chairman of the psychology department at the University of Washington. He is the first of several appointments that are expected to be made to restore the once-famous department at Columbia.

### Whitmanesque

NEARLY EVERYONE at Morningside agrees that the Columbia campus has never looked so lovely as it does now. This spring several areas were ablaze with daffodils, tulips, and magnolia trees. At graduation the rhododendrons and laurel bushes bloomed lavender and pink, and the mall between the Sundial on College Walk and Butler Library was a lake of color. At the north end of the mall was a sign, white letters on black plastic: "I believe a leaf of grass no less than the journey work of the stars." *Song of Myself*. Walt Whitman.

Also, every flower, bush, and tree was this year given a label identifying its Latin and common name. Columbia is a botanical festival!

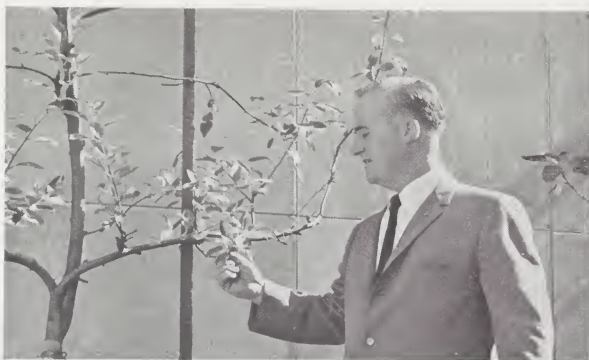
We called upon the figure behind the revolution in campus landscaping, James Beckley, in his office in Dodge Hall. A rather short, broadly built, ruddy complexioned man, he surprised us by looking very neat in a grey suit, white shirt and tie, since we had become accustomed to seeing him in shirt

*Beckley's botanical revolution*









**James Beckley**  
*Lord of 327 trees, 7 acres of grass, 2 miles of hedge*

sleeves alongside his men around the campus. Mr. Beckley told us frankly that he had very consciously plotted the revolution, with the encouragement of his superiors and Mrs. Kirk.

"I came to Columbia with the freedom and responsibility of doing all the planting my own way. It's the kind of opportunity I've always wanted, a real challenge. We've tried to do things right and do them so the work we do shows. People so far have been wonderfully appreciative." He showed us a large handful of letters from grateful students, faculty, and alumni.

"We have a lot more to do, of course," he went on. "My biggest hope is to install an underground irrigation system for Columbia's lawns similar to that used by most golf courses. That way the campus would be bright green all year round. We would like to install more benches for students and faculty to sit outdoors, plant more flowering trees, and add more rubbish cans." (Two of Beckley's 18 men have to spend full-time picking up trash on the campus daily.) And he said he would like to have snatches of poetry posted around the campus. "I have collected many poems that pertain to gardens, flowers, and nature from such poets as Shakespeare, Tennyson, Shelley, and Edna St. Vincent Millay."

Beckley told us that he was born 44 years ago in Rockaway, Long Island, but moved to upstate New York and fell in love with horticulture. He started his own nursery business and supervised plantings for hotels, banks, and private

homes, then in 1961 became supervisor of landscaping at Sterling Forest Gardens in Tuxedo, N.Y. From there he was called to Columbia, where he has been since August, 1965.

Beckley spends the winters working out his designs and color schemes for the next year's spring-to-fall planting. He shops around at nurseries in New York, New Jersey and Connecticut to find the best and most hardy varieties. He devotes a lot of attention to improving the soil with peat moss and fertilizers because "it's important to have a perfect growing medium to help counteract some of the handicaps of the city environment."

So green is Beckley's thumb that he also gardens in all his spare time. He lives with his wife—a floral designer—, two sons, and a daughter in Warwick, N.Y. in suburban Orange County and works on the Warwick Estates, a 500-acre tract operated as a conference center by the Dutch Reformed Church, in his off-hours. He told us he has almost finished building a greenhouse for himself and still grows begonias for other nurserymen. A man who rises at 5:30 every morning, Beckley admits, "I'm a very active person."

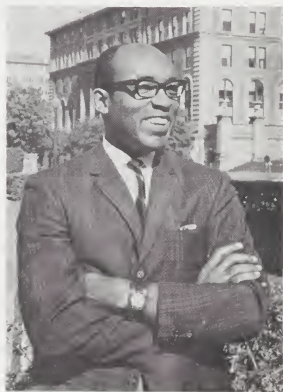
### **The Homosexual Controversy**

**A**LL HELL seemed to break loose when the usually reliable New York Times printed in its May 3, 1967 issue a doubly inaccurate headline, "Columbia Charters a Homosexual

Group." (The group is neither homosexual nor chartered.) The College's deans and President Kirk were flooded with protesting letters and calls from alumni and students and some faculty, despite the *Times* article's mention that the group is called the Student Homophile League, that it has both heterosexuals and homosexuals in its tiny membership, and that it is primarily a civil libertarian group. The new group intends to fight against what it regards as discriminatory practices against homosexuals.

Unfortunately, unlike most other student groups, the members of the Homophile League believe they have to remain anonymous, acting through a steady stream of wordy, philosophical, mimeographed "releases" to the outside world.

The Homophile League has highlighted a growing problem at Columbia and other colleges. Student groups demand independence from the institution, total lack of controls, and even anonymity, while using the college's name, offices, and money. "It's all rights and no responsibilities," complained one high Columbia official. Thus, the Homophile League has vastly affected the reputation, administrative work load, and alumni feelings toward Alma Mater (several alumni have refused ever to help Columbia again) without the University so much as knowing who the students are.



**New Admissions officer Phil Benson '56**  
*Traveling man*



## Negroes Move Out

AS THE COLLEGE has moved more vigorously in recent years to seek out a greater number of talented Negro students, the number of them at Columbia has increased to about 70. As their number has increased, the Negro students have begun to make their presence—and their angers—felt.

This May, a group of 40 Negro undergraduates seized the latest issue of the humor magazine *Jester*, which contained a clumsy satire on their efforts to provide greater unity, friendship, and self-esteem among themselves through a new, predominantly Negro fraternity, Omega Psi Phi ("a sort of haven for the noble savage in this world of chrome and glass . . . a renovated tenement which they are industriously returning to its natural state").

The new *Jester* editor, Arthur Schmidt '68, defended his magazine by claiming that the article, which had a picture of African rulers with the caption, in part, of "Six members of the all-Negro pledge class . . . of Doo Be Doo Be Doo," was really intended to satirize the *administration*. Some of the Negro students, defending their illegal seizure of a publication, also blamed the administration for not doing enough for Negroes. A few of the undergraduates want a Negro dean, more Negroes on the faculty, and a course in Negro history, among other things.

The College has just announced the appointment of Philip Benson '56 to the post of Assistant Director of Admissions. He will be the first Negro on the Columbia admissions staff since George Shaw '53, who worked primarily in financial aid from 1958 to 1961. A former president of the Columbia Chapter of the NAACP, Army infantry officer, and officer at College Placement Services, Inc., Benson will begin in September, 1967.

## Lady Among the Tigers

FOR THE FIRST TIME in its 90-year history, *Spectator*, the independent campus daily, has a young lady on its managing board. She is Eleanor Prescott, a 20-year-old Barnard gal from Detroit, Michigan, who was selected this Spring as Editorials Editor.

Women began to be admitted to *Spectator* when the paper ceased being

a College King's Crown activity in 1961 and went independent — at least legally (the University still provides a huge subsidy just as it did before). But none of the Barnard women seemed to last. Miss Prescott, a quiet, highly intelligent, mature brunette, did.



Spec Editor Prescott  
For the first time

## Identity Crisis

COLUMBIAN, the College's yearbook, this year decided to wipe out any resemblance between it and previous yearbooks and become a humor-picture-hippie-hard-cover-quasi-fiction magazine. Editor Mike Goldstein and Photo Editor Alan Epstein made it a handsome book pictorially. Some of the photographs — there were hundreds of them — were strikingly beautiful or revealing; others had the tone of a fraternity-wild state university in the 1920's.

But it was the writing that was upsetting. Disdaining facts or subtleties, mixing bad grammar with vivid metaphors, ignoring the many uses of a yearbook by traditional audiences and future historians, throwing in lots of atrocious adjectives, sly obscenities, delicious irreverences, Literary Editor Richard Jupa (a *Jester* writer) and self-styled *enfant terrible* Michael Marsh spun paragraphs that range from the witty-

insightful to the imitative-puterile. Sample (from the "faculty profile" of Provost Jacques Barzun):

Big smile now Barzun-baby-sir. Take it from the top—just like Senator Dirksen.

We've got a comet by the tail; we don't want to let it go, do we now Jacques baby? We'll call it Jacques-racques; just like raga-rock. Only with more integration of the Sciences and the Humanities: Hit it big with the Kids ZAPPO!

The reaction among seniors was mixed. Said one (enthusiastic), "It's a real gas, man." Said another (perturbed), "It's a juvenile collection of in-jokes by wise guys with too much Columbia money to burn and nothing better to do." Rumor has it that next year's *Columbian* will be *totally* far out, gone. Big with the freaks. ZAPPO!

## CCT

AT THE ANNUAL American Alumni Council meeting in San Francisco in early July, CCT received a Newsweek Award "in recognition of achievement in alumni publications content relating to the institution and public affairs," and "distinguished achievement" awards in the categories of Editorial Comment and Opinion, Alumni Content, Student Content, and Institution Content.

## The New Student Mood

AS THE ACADEMIC YEAR ended, Associate Professor of Philosophy David Sidorsky brought us a final exam booklet, the pink inside front cover of which had the following handwritten statement by a student:

I want to apologize in advance for any disorganization which may follow in my answers on this philosophy exam. I feel well prepared, but I have come to the exam upset and excited. At eleven o'clock last night my cat went into labor, and I was up most of the night. When I left my apartment at 8:45 this morning the spasms were occurring at ten-minute intervals, and she is undoubtedly giving birth at this very minute. Both of my roommates also have exams at this hour. It's my first cat. Anyway, I'm not in the best shape to take this exam, because of my cat's poor timing.  
P.S. If you'd like a kitten, let me know. Only one has been claimed so far.

# SEX



# ***on the Campus***





EVERYONE KNOWS that America, especially its college youth, is going through a "sexual revolution." Right?

There has been a tremendous increase in premarital sex; an abandonment of old reticences to talk about and explore the subject and a new frankness and openness; and a marked change in the laws about pornography, nudity, and sex in books, movies, colleges, and public life. Right?

Wrong!

Well, almost wrong. It's true that there have been changes in a few areas, but there is no hard evidence whatsoever that there has been anything amounting to a revolution in American sexual practices, attitudes, or legal codes in the past several decades.

Since few persons will believe this assertion, let us explain precisely what we mean.

BEFORE WE BEGIN, it is necessary to point out that there is pitifully little information about human sexual behavior. Reliable data is scarce and conceptual schemes are scarcer. Thought about the *social* roots and consequences of sexual behavior is almost non-existent, despite the fact that sexual behavior is one of the important causative factors in history—the establishment of the Church of England, for example, is to some extent the result of Henry VIII's case of syphilis—and is one of the key functions that determine the quality and tone of life in any society.

The taboos against the study of sex and against the open, objective discussion of the subject are so enormously powerful that even physicians and professors steer clear of the subject. Vir-

tually nothing is taught about sex in U. S. medical schools; and many scholars, including the most daring ones, regard human sexual relations as forbidden territory. They, like many other persons, tend frequently to snicker like adolescents or frown like orthodox clergymen when the subject arises. (Of note is that many of the key studies of sexual behavior are not in the Columbia University libraries, the nation's third greatest university collection. Some have never been ordered, most are listed as missing).

All that we possess in the way of systematic research is contained in a dozen books and several dozen monographs and articles. As sociologist Winston Ehrmann of Iowa's Cornell College, one of the few serious scholars in this field, has written, "The amount of research is absurdly, ridiculously, and pitifully small. It is an interesting commentary on our value system to note that far more time and effort go into . . . the life cycle of a rare moth, the archaeological distributions of the potsherds of an Indian tribe, the possible influence of one minor English poet upon another, or the proper cultivation of the mango . . . than into the systematic research of human sex behavior, something that profoundly affects us all." Dr. John Gagnon of Indiana University's Institute for Sex Research adds, "It is as if all of the discussion about sexuality were really organized as a form of entertainment rather than as a serious consideration of the kinds of processes that are central to the human condition and the possibilities of human experience."

Therefore, our description here is admittedly based on fairly slender evidence. We simply do not yet know for

certain many things about sexual behavior. For instance, we have had no *national* study of American sex habits and attitudes since that of Dr. Alfred Kinsey and his staff in 1953—14 years ago. There have been, however, several local studies, mostly with college students, and we have incorporated tentatively their findings.

Also, the language of sexual behavior is tricky. It is astonishing to report that despite the fact that there may be over 50 million acts of sexual intercourse in the world daily, the English language possesses no socially acceptable verb for the act of coitus. The verb "copulate" comes close but it does not necessarily imply vaginal penetration, only a union or coupling *with* someone. (One British writer has tried to revive the old English active verb "swive," as in "He swived her"; but has had no luck so far.) Other portions of sexual behavior are also very awkward to describe. The difficulty of description in this neglected field, therefore, is another hindering factor.

Then too, what constitutes a sexual act? Agreement is far from unanimous. Who is more sexually experienced, who is the real virgin: a popular, lively girl who has had numerous intense encounters of heavy petting with males, including several to orgasm, but no vaginal penetration, or the quiet lonely girl who has had one furtive encounter of actual intercourse, without pleasure or satisfaction? This problem is now further compounded by the fine physiological study of William Masters and Virginia Johnson, *Human Sexual Response* (1966), which reveals that female orgasm is largely a matter of clitoral, not vaginal, stimulation.

Despite these, and other, difficulties

*The so-called "sexual revolution" among the young is not what most people think it is. Here's a revealing, comprehensive survey of the modern sexual scene — a commercially overemphasized and shockingly understudied subject.*

by ROBERT VEIT SHERWIN '40 and GEORGE C. KELLER '51

though, it is important to explain what we do know, however inconclusively, about sexual behavior — for several reasons. The concern about the population explosion, the new drive for sex education (which curiously has very little hard data to educate about), the prurient, misleading, and occasionally salacious attention of the mass media, and, most important of all perhaps, the increasingly serious and searching approach of America's young people, especially college youths, toward intrapersonal behavior seem to require it.

**F**IRST, SEXUAL BEHAVIOR. All the evidence we have points to the fact that there has been no radical change in the incidence of premarital behavior in America in this country.

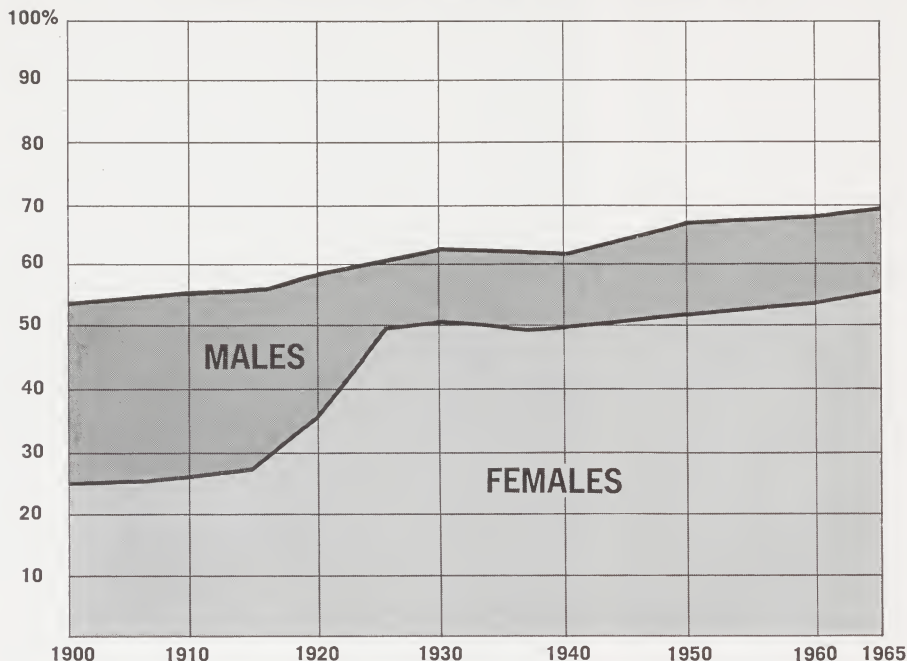
The closest thing to a "revolution" is the substantial rise in *female* involvement that occurred in the 1920's. While male participation has apparently climbed slowly from roughly 55 percent at the turn of the century to over 65 percent in the 1960's, female premarital activity was a relatively low 30 percent or so around 1900 but jumped to over 50 percent in the 1920's, where it has remained approximately to this day. [See graph on page 26.] The strong feminist feelings of the 1920's were apparently expressed in sexual terms by many women.

This greater willingness of women to indulge in premarital intercourse during the past four decades has brought about a sharp decline in prostitution in the United States, a development that the feminists vigorously fought for. Currently, there is relatively little prostitution in the nation; fewer than two percent of the college men, according to one survey, have ever visited a prostitute. Whatever prostitution still exists seems to be largely an activity of the fairly poor and the quite rich.

Inside marriage there have been two noteworthy changes in sexual behavior since 1900: a slight increase in extramarital intercourse and a marked increase in the quality of marital sexual life. About 35 percent of American married males have had an adulterous encounter, compared with perhaps 25 percent in the 1920's. Less than 10 percent are *regularly* adulterous though. Among married women the figures are still lower: around 15 percent have had



## PREMARITAL SEX IN THE U. S., 1900-1965



coitus outside their marriage, and very few of them regularly. Adultery is not widespread in America, or increasing rapidly. Both men and women have more premarital intercourse in the few years prior to marriage than they have extramarital intercourse in the 40 years after.

As for the quality of sexual life inside marriage, there seems to be a change toward much less frigidity and impotence. The satisfaction of females especially has increased substantially. Female orgasm was an unusual thing in the first quarter of this century. Women were not supposed to enjoy sex; even a goodly portion of the women themselves thought so. As late as 1948, according to Kinsey's figures, 10 per cent of American married women had *never* had an orgasm. This percentage is probably lower now because the feeling that women have a right to

satisfaction is spreading, partly as a result of higher education levels.

Nearly all young males masturbate, most of them to orgasm, before they are 20, but only 60 percent of the females ever masturbate, and less than 40 percent of the girls under 20 do. This represents no appreciable change from previous practices, though as we shall see later, the *attitudes* toward this form of sexual activity have changed considerably.

Heavy petting, or the direct handling of either partner's genitals or the female breast without intercourse, has seemingly increased considerably during the century. Light petting, or "spooning" or "necking" (kissing and hugging), was as far as most females who desired to abstain from coitus would traditionally go, but now many are willing to go further.

As part of our preparation for this

article we held two-hour detailed interviews with several dozen college women from Barnard and four other leading Eastern institutions. All but one of them said that they had engaged in heavy petting, and many of those who were still virgins said that they had allowed heavy petting on either "two to five" or "five or more" occasions.

Of great importance is that a major portion of premarital sex, particularly among college students, occurs among *engaged* couples intending to marry. For example, nearly half of all women who have premarital intercourse do so *only with their fiances* or persons they eventually marry. Almost one fourth of the males also have their only experience with partners they subsequently marry. This represents a crucial change. It means that an increasing number of premarital liaisons are being carried on with *affection*, by couples in some



respects already married.

The engagement period has become, in effect, a trial marriage among a greater number of people. The celebrated "honeymoon" is more and more taking place *before* marriage. The nature of courtship is being altered; instead of a courtship of romanticism and play at some distance, young people are tending toward one of shared work, leisure, and sex approximating married life. Sex is being used more and more as an additional means of exploring a potential partner's capacity to relate and degree of maturity. This, incidentally, has been the pattern in Scandinavian countries for some time.

Also of importance is the evidence that only two-thirds of the males and one half of the females who engage in premarital coitus are under 20 years of age, or teenagers. A high proportion of premarital sex is done, therefore, by *consenting adults*, not just by experimenting college students and adolescents. Contrary to popular beliefs, about 40 percent of all American male college students and over 55 percent of the coeds still graduate as virgins, according to most indications.

Very little sex in America, both in or out of marriage, has anything to do with reproduction. Roughly, only one copulation in 1,000 results in a pregnancy. The evidence is not in yet, but the supposedly revolutionary introduction of "the pill" seems to have little bearing on this fact, which has apparently been the case for some time. For example, Katherine Davis' study in 1929, *Factors in the Sex Life of 2,200 Women*, found that of the women having intercourse, 64 percent who had a grade school education were using contraception, 71 percent of the female high schools graduates were, and 76 percent of the college women. This has led one commentator, Nelson Foote, to claim that sex is "the favorite form of *play* for millions of Americans . . . as our advertisers imply daily."

Still, of the females who have premarital coitus, nearly one out of five becomes pregnant. Since about half of the American women have premarital sex, it appears that about 10 percent of all the women in the United States have a premarital pregnancy. (The percentage of *college* women who get pregnant, however, is appreciably lower.) This fact may come as a sur-

prise to some, but apparently it has been the situation for a long time. What may seem like a new and, to some, alarming trend is merely the uncovering of a long-time sexual pattern that had been masked and kept silent.

How do Americans handle premarital pregnancies? Three ways: they get married, they have the baby illegitimately, or they have an abortion.

The figures are far from firm, of course, but there are probably at least two million premarital pregnancies a year. By far the most usual consequence is marriage, and over one million couples annually take that course. One-sixth of all U. S. brides are pregnant on their wedding day.

This seems to be the choice of many people at all levels, but especially lower middle-class whites of average educational background. One recent study of Minnesota high school girls, for example, found that of those who married before graduation 69 percent were pregnant at marriage. Marriages of this kind are, of course, not unusual in other countries or throughout history. Of note is that they have been found in recent U. S. studies to be only slightly less stable than other marriages.

In 1964 there were reported to be 275,700 illicit births, though the figure may be a bit low since 15 states, including New York, do not record illegitimate births and the statistics for those states are estimated. This pattern is largely a lower class one, particularly a Negro lower class one. Non-whites account for about 60 percent of American illegitimacy; roughly 25 percent of all U. S. non-whites are currently born out of wedlock, as compared with 3.4 percent of the whites.

Illegitimacy in the United States is actually rather comparable with other countries. It is only half the illegitimacy of Austria, and less than that of Portugal, Sweden, France, and Germany. There has been a slight increase in American illegitimacy in the past half century, but nothing that would justify the word "revolution." Surprisingly, the rate of illegitimacy (illicit births per 1,000 unmarried females) has had its greatest recent growth among women between 20 and 40. Women between 15 and 19 years of age actually had a *decrease* between 1957 and 1963. It is females over 20

who account for two-thirds of U. S. illegitimacy.

The upper and middle class couples prefer abortions to illegitimate births, and this is what an increasing number of college women do with premarital pregnancies instead of having the child and putting it up for adoption or getting married. The study of Gebhard, Pomeroy, Martin and Christenson, *Pregnancy, Birth and Abortion* (1958), disclosed that perhaps 85 percent of all white, upper middle-class premarital pregnancies end in abortions.

Because they are illegal, abortions are expensive, but so widespread is the protest becoming against their illegality, that abortions are getting cheaper, more available to all social classes, and more professional. Over 75 percent of America's abortions — estimated at a million annually—are now performed by licensed physicians. Self-styled abortionists, who used to attempt, sometimes barbarously, half of all induced abortions several decades ago, now do less than 20 percent of them, while nearly 5 percent are done by friends, relatives, or the pregnant women themselves. We found that female students at five leading Eastern colleges had lists of available doctors, with their prices for abortions, in the dorms. Nearly 400,000 premarital pregnancies, perhaps, are annually taken care of in this fashion.

A sidelight on abortions. The number of *married* women who have abortions is greater than the number of unmarried women. Gottfried Newman in the *Encyclopedia of Sexual Behavior* estimates that 10 per cent of *all* pregnancies in America terminate in abortion, either spontaneous ("miscarriages") or induced. The percentage would undoubtedly be higher if the United States, like Japan, Russia, Sweden, and Denmark, allowed abortions to those who desired them.

**B**EHAVIORALLY, there are three fascinating pieces of information about human sex that have come to light in recent years, thanks largely to the scholarly researches of men like Kinsey, Burgess and Wallin, Ehrmann, and Masters.

The first is that far from being a simple natural drive in all human beings, the sexual urge is a complex yearning

capable of enormous cultural and educational manipulation, including virtual extinction, as in the case of many Roman Catholic clergymen. Clelland Ford and Frank Beach in their physiological-anthropological study, *Patterns of Sexual Behavior* (1951), assert that among the primates there is a "greater importance of the role of the cerebral cortex in the direction and control of sexual behavior" than among the lower mammals. "Particularly in the case of man, the role of learning is paramount," they say. Their book describes the amazing array of sexual patterns practised by different societies, an array that is as diverse as mankind's political or status patterns.

That human sexual behavior is primarily a *learned* activity, not an uncomplicated natural drive practised similarly around the world, or even uniformly in any society, was one of the basic demonstrations of Alfred Kinsey in his pioneering researches, published in 1948 and 1953. He found that within each society there are numerous patterns of sexual courtship and intercourse. In Kinsey's words, "There is no American pattern of sexual behavior, but scores of patterns, each of which is confined to a particular segment of our society." Sex, Kinsey and his associates showed, is a function of social class, education, religion, and geographic background.

Thus, males and females of different educational backgrounds engage in premarital sexual behavior to different degrees (approximate percentages):

	MALES	FEMALES
Grade school education	95%	50%
High school education	80%	55%
College education	65%	60%

And, persons of different religions with different frequencies of worship seem to have different practices:

PREMARITAL SEXUAL ACTIVITY  
(in order of descending incidence)

Jews, inactive  
Protestants, inactive  
Catholics, inactive  
Catholics, devout  
Protestants, devout  
Jews, devout

Not religion or geography, however, but education and socio-economic position are the major determinants in American sexual behavior. And, those in the upper socio-educational level

are astonishingly different—one might say almost a world apart—in their sexual practices from those in the lower socio-educational level.

Upper level young people are much less sexually active, but they pet more. They tend to reserve sex for someone for whom they feel affection. Their sexual play usually has more prolonged foreplay, a greater readiness to use a variety of coital positions, a higher incidence of oral-genital contact. The males tend to treat women more as equals, and women tend to take a more

active role, with the result that females at this level have a greater frequency of orgasms. Possibly because of the greater number of sexual postponements, masturbation is higher; college men masturbate about twice as often as those with only a grade school education. Persons at this upper level, though, have a low incidence of homosexuality. For the upper socio-educational group, sexual activity is less frequent but more variegated, more artful.

Persons at the lower socio-educational level have a more frequent but less



The pattern of courtship has changed appreciably in this century, and so have the purposes of marriage. *Laissez-faire* economics is being replaced by *laissez-faire* morality.

tional levels have a radically different style. The frequency of male premarital sex is much higher; nearly one half of the boys who do not go to college have intercourse by the age of 15. Many fewer females participate, but those who do, do so with greater frequency. Persons at the lower level, especially the males, tend not to see sex as having a close relationship with affection or love. They are usually impatient with mere petting. Among this group sexual play has greater simplicity and directness; there is less foreplay, less variety, greater speed. It tends to be male-oriented, and women at this level experience fewer orgasms and less emotional satisfaction. Masturbation is lower, but homosexuality, especially among high school graduates without college education, is higher. At the lower socio-educational level, sex is more frequent, more restricted in formal maneuver, and more slam-bang in approach.

In an instructive monograph called "The Influence of Comparative Social Class of Companion Upon Premarital Heterosexual Behavior" (*Marriage and Family Living*, February, 1955), Winston Ehrmann pointed out that sex may be a major factor in social class mixing in the United States. His study revealed that American females tend to have the most premarital sex with males in the same social class, a considerable amount with those in a higher social class, and least with those of a lower social class. Males, on the other hand, had premarital intercourse most frequently with girls in a lower social class, some with those in the same class, and least with those of higher standing. That is, U. S. men tend to *descend* the social ladder for sexual partners while women tend to *ascend* the ladder. Ehrmann deduces, "Men raise their social class status by economic or professional endeavors, and women by marriage."

The second major finding of recent scientific studies of sex is that males and females appear to be significantly different creatures, sexually speaking. Kinsey, who was a biologist, found that, "The peak of sexual capacity comes, on the average, between 16 and 18 in men, but not until the later 20's or early 30's in women." Male capacity and probably desire drops from the late teens on, while female ability and

interest rises toward a peak at 30 or so, and *stays* high until 50. This suggests some neat questions about mating and sexual patterns.

A few other studies have pointed to what seems to be a crucial difference in male and female biological urges that may cut across cultural lines. Males are apparently stimulated sexually much more rapidly and much more frequently; they seem to be more promiscuous by *nature*. Women seem to have no equivalent capacity for rapid excitation or powerful need for regular sexual activity. Ehrmann, in his book *Premarital Dating Behavior* (1959), cites as his "most important empirical finding" the likely fact that, "There are distinct male and female subcultures" in the United States. On careful examination he discovered that males are stimulated easily and quickly by numerous female parts, gestures, contacts, and so forth, and almost as easily by vicarious erotic symbols such as photographs, stockings, and the like. But female sexual arousal, he learned, is chiefly related to a whole romantic experience — a lovely, long walk on a beach, going steady, being deeply in love—and, to a lesser extent, to direct tactile pressures.

Thus, male sexuality is fairly easily awakened and is connected principally with suggestions of *physicality*, but female sexuality depends mainly on the symbols of *love*. Exactly how much of the differences between the sexes is owed to biology and how much to cultural factors is still an open question. But there does seem to be some concrete foundation for the often-criticized "double standard" in American and other societies. As one writer, James Collier, recently put it, "The double standard written into the law of many, many societies may be a true reflection of what . . . we must call human nature."

The third finding presents sex research with a baffling mystery. Kinsey and his associates discovered that the sexual history of an individual accorded with the pattern of the socio-educational group into which he *ultimately* moved as often as with the pattern of the group into which he was born and raised. That is, the pattern of a person's sexual behavior seems, in very many cases, to be established by the age of 16—and established according

to the behavior patterns of his *future* socio-economic peers. How on earth does a young person escape from the sexual patterns to which he is exposed and instead take on patterns that will later be part of his environment—by his 16th birthday?

Erich Fromm, agreeing with Harry Stack Sullivan, contends, "It is not sexual behavior that determines character (as Freud argued), but character that determines sexual behavior." He admits that the sex instinct is "rooted in the chemistry of our body." He adds though, "This instinct is the root of *all* forms of sexual behavior," but "the particular way of satisfying it . . . is determined by the character structure."

This finding, which has been supported to some extent in one or two other studies, suggests that the influence of a person's *family* and/or his childhood experiences *outside* his particular social milieu, may be vitally determinative. Early learning may be crucial. This is, of course, what those who speak of the important early influences of family, school, church, television, and advertising contend.

**WHAT ABOUT sexual attitudes?** Has there been as little change in people's outlook toward sex as there has been in actual behavior?

Here there have been some considerable changes. But there has been no "revolution" in attitudes.

The change has been chiefly in the willingness to talk about the subject, more openly and objectively, particularly among the young. Things that would seldom enter public conversation before World War II now frequently do. What used to be called "discretion" is disappearing slowly. College students particularly insist that sexual matters be treated as a normal, if somewhat more delicate, human activity. To them, it seems more "honest" that way. This change is evident in college literary magazines, English "creative writing" efforts, campus movies, and campus bull sessions. The change, however, is so far one that encompasses only the *personal*, Freudian aspects of sex; it has not been extended to the *social* implications of various kinds of sexual attitudes and behavior.

This new openness had some interesting consequences. Boys and girls in college, who used to refer to each other



and their friends principally in terms of their geographical background, religion, color, nationality, career aim, character structure, or personality—"Californian," "Baptist," "Oriental," "Swede," "scientist," "square shooter," or "good-time Charlie"—now more frequently refer to each other in terms of their sexual attitudes and behavior—"liveswire," "swinger," "gentleman," "slut," "cold fish," "Casanova," "tease," "animal," "wolf," "square," "sex fiend." Interviewers seeking information about sex no longer have the problem of an embarrassed interviewee hiding or omitting acts but the opposite danger of many interviewees nervously fabricating encounters to make it seem that he or she is "with it."

Also, as a result of the greater frankness of discussion there is a growing sense among parents, the press, and the students themselves that much more is happening than ever before. The change in *attitude* is mistaken for the change in *behavior*. Among the college girls we interviewed, two-thirds of whom were virgins, nearly all of them believed that "most" of the other college girls were engaging in intercourse and many of them guessed that between 10 and 20 percent of their college mates were promiscuous. (Less than two percent of the college students actually are promiscuous, even at the most notoriously "liberal" institutions.)



Aron Easton

Young Americans may be moving toward a new norm of permissiveness with affection.

Theodore Newcomb reported in 1937 that in the 1930's only 25 percent of all young people in the U. S. thought it was all right for both parties to have sexual relations before marriage. "Even among college students the percentage was only 38 percent," he wrote. Today, 30 years later, the indications are that these percentages may have almost doubled, particularly among college males, including, incidentally, considerable numbers who decline to engage in premarital sex. "It's O.K. if it's a strictly personal matter and nobody gets hurt," we have been told over and over again by students. Or, "I don't believe in it myself, but I can't condemn anyone who does."

But among those who accept premarital intercourse, fully a majority, especially among females and among college students, accept it only if it is done with "love," "affection," or at least "consideration." Sociologist Ira Reiss of the University of Iowa has said that Americans are moving from their former standards to a new one, which he calls premarital "permissiveness with affection." He believes it will continue because of the greater leisure, higher education, and growing pragmatism of most Americans.

This shift is due, say researchers Burgess and Wallin in *Courtship, Engagement, and Marriage* (1953), to a great change in the objectives of the institution of marriage in America in this century. At the turn of the century, persons often married for social position, wealth, protection, religious reasons, or political advancement, and the parents frequently played a major role in arranging the marriage. But today persons more often marry for "fun," "happiness," or "companionship," with scarcely any intervention from parents. Young people thus often feel they need some sort of deep trial encounter to test—on their own—a mate's compatibility of temperament, interests, ideals, and values. Sex more and more is serving that function.

This new form of U. S. marriages is almost unique in the world, although other advanced societies are moving in this direction too. The idea that two young persons should marry for companionship and love alone, as they themselves define that, represents a triumph of the theory of self-determined fulfillment for each individual,

even immature ones, over the social theories that emphasize goals such as class stability, economic growth, political harmony, family unity, and religious strength.

What the U. S. has done is enter a new period, possibly, that has as its implicit underlying assumption a neo-Adam Smith theory of social harmony. Each person by pursuing his own self-fulfillment contributes, as if by some hidden hand, to the social harmony and happiness of all. *Laissez-faire* economics is being replaced by *laissez-faire* morality.

In this emerging scheme, novel sexual attitudes play a central role. As one Smith College student told us, "Even most of the Goldwater Republican girls feel that personally and sexually they must be liberals in attitude."

Will the changes in *attitude* bring about a radical change in *behavior*? "This is the big question," according to Wardell Pomeroy, Kinsey's chief interviewer and now a psychologist in Manhattan. All one can answer now is that *so far* it apparently has not done so. There has only been an increase in heavy petting.

If some attitudes toward sex are changing, however, others are not, or are changing more slowly. On the question of *extramarital* sexual relations, for example, there has been almost no change in moral position. Americans (like people in nearly every other culture, by the way) disapproved strongly of extramarital sex several decades ago, and disapprove just as strongly now. Ira Reiss found that, "The same people who strongly favor being allowed to engage in premarital coitus will argue strongly against extramarital coitus." In our interviews we were struck by the number of college women who said that premarital intercourse was definitely not "wrong" but that extramarital sex definitely was. (Incidentally, America's divorce rate—the highest in the world after Egypt—has changed very little in the past 20 years. There was a significant increase during World War I and the 1920's and another small increase during World War II, but the rate—25 percent of all marriages—has remained constant since then.)

Likewise with attitudes toward masturbation and homosexuality. Most people no longer believe masturbation

is "bad" either physically, morally, or psychologically, as 47 percent of America's women, according to Katherine Davis' study, did in 1929. It is more accepted now. But it is still a subject of embarrassment and silence among even the most emancipated young people. In our interviews, several girls, (including one who dressed and spoke like a Carnaby Street swinger) *blushed* or stammered when we asked about their masturbatory habits.

And homosexuality, currently a subject of discussion in the British House of Commons, which hopes to liberalize English laws against the practice, is still regarded by most Americans as something repulsive, unspeakable, or laughable.

As for attitudes on abortions, there seem to be many currents of opinion running. Certainly an increasing number of persons seek abortions annually, and almost as certainly a growing number accept it as a perfectly normal, simple medical procedure, like a tonsillectomy — which, medically speaking, it now almost is if done in the first three months. But a minority of those couples who have an abortion still feel that it is "necessary but somehow wrong," as one young graduate student's wife told us.

Hence, there have been some changes in some portions of the American public's attitude toward sexual behavior, but no radical overturning or abandonment of former standards.

AS FOR THE LAWS governing sexual behavior, a rapid survey of the hundreds of statutes governing sex in the 50 states of the United States could easily give a person the sense that sex is not legal in America.

Very little except face to face coitus, done in complete privacy by a man and woman legally married to each other, is permitted. The laws—each state has its own code, and many cities have additional regulations — are amazingly detailed in their stern prohibitions against fornication, adultery, animal contacts, prostitution, interracial intercourse, and homosexuality. Even for married persons, such omnibus words as "carnal abuse" or "sodomy" make it a criminal offense to indulge in fellatio, cunnilinctus, or other variations of lovemaking.

Alton Epstein



*Sexual behavior is a primarily learned activity, not a universal natural drive. It varies from culture to culture, and among the social groups within any one culture.*

Actually, very few of these laws are ever enforced. For example, in New York State there have been fewer than five convictions for adultery in the 67 years of this century. If the laws were enforced systematically, approximately 90 percent of America's adults would be convicted as sex criminals.

Most of these laws were written one or two centuries ago. Unlike nearly every other kind of laws, which are constantly being rewritten, amended, or repealed, laws concerning sex have gone virtually unchanged. The fact that laws regarding sex can be, and are, largely ignored because of their non-enforcement makes it extremely difficult to arouse any interest or enthusiasm for their updating or repeal.

However, strong public protest does seem to be mounting against the tight restrictions on abortions and divorces; and there is growing concern about the

strictures on homosexuality, so-called obscenity and pornography, and fornication (the voluntary, private act of sexual intercourse by two unmarried adults, usually defined as those over 18)—laws all written in an earlier day when religion played a prominent part in controlling the communities.

Recently, the American Law Institute in its Model Penal Code proposed that each state only include in its criminal laws sexual practices involving force (rape), adult corruption of minors, and public sex offenses. (Judge Learned Hand argued for this view consistently during his lifetime). The legal experts pointed out that most current laws are not enforced anyway; that whatever little enforcement is done is limited to the three areas that the code proposes be retained; that the present laws permit capricious prosecution by ambitious politicians and

police figures and use by blackmailers; and that the failure to revise any group of non-enforced laws weakens respect for, allegiance to, and the power of enforcement of *all* American laws. Of note is that the model code is very conservative on the matter of abortions.

To its credit, the State of Illinois quietly and skillfully did revise its sex laws on January 1, 1962 to conform almost exactly to the Law Institute's proposals. All laws prohibiting sexual acts between consenting adults in privacy were eliminated from the criminal code. So far, however, Illinois is the only state to modernize the archaic legal regulations of sexual practices.

Illinois, following the Law Institute, made no change concerning the crime of abortion. Yet here is exactly where the present laws may be most cruel and close-eyed, and most in need of reform. At least, many persons think so, including an increasing number of the nation's skillful and respectable doctors, many of whom now give abortions illegally.

The area of sex law that most people think has changed radically is that of obscenity and pornography. They point to the wide circulation of books like *Fanny Hill*, the blatant new nudity and sexual episodes in movies, and the increased distribution of magazines aimed at sexual arousal or titillation. The fact is that whatever changes have occurred in this are principally further relaxations in enforcement, not changes in the laws, although such decisions as that of Judge Frederick van Pelt Bryan '25, who declared D. H. Lawrence's *Lady Chatterley's Lover* as art and not obscenity, do indicate a slight modification in the interpretation of some existing laws. But these recent interpretations may reflect, not a new sexual revolution, but an old American antipathy to censorship.

Actually the laws against pornography are as firm as ever, and their interpretations by some zealous officials are almost as censorious as in the past. For example, scientific material on a study of sex, destined for a world-renowned scientist, was held up by the U. S. Customs authorities for three years. However, some slight changes have occurred, and artful descriptions of sexual life or the human form are now easier to distribute.

Nonetheless, whatever slim evidence

there is for believing that a sexual "revolution" is underway, such evidence is least observable in the area of legal administration of human sexual expressions.

IT IS DIFFICULT — extremely difficult — to discuss the subject of human sexual behavior. The topic is surrounded by such taboos, fears, commercialism, religious injunctions, public shame, and profound personal feelings. While Americans have achieved a marvelous cultural perspective on such matters as politics, status systems, and eating habits, we scarcely realize how particular American sexual practices, attitudes, and laws are. While we have gained a commendable historical perspective on such things as our economic system, our art forms, and our clothing, we have little sense of how historically rooted our sexual procedures and norms are.

Take the matter of language. Gordon Rattray Taylor in his book *Sex in History* (1954) reported that, "As late as 1790, the [London] *Times* could print the word 'piss'—a thing which would have been unthinkable in 1825." He also describes how 19th century Evangelism, political conservatism, and bourgeois propriety combined to completely alter spoken and written English: where became "fast woman," pregnant became "with child," breast became "bosom," sweat became "perspiration," spit became "excoriate," and so forth. A hyperdelicacy about the ordinaries of life was imposed on our language which is with us to this day.

One of the most curious of phenomena is that America's colleges and universities, usually the pioneers in extending the nation's realm of information and rational thought, have on the matter of sex been, with few exceptions, more conservative than some U. S. clergymen. Even many of the nation's greatest scholars steer clear of sex the way they might of, say, astrology. For scientists, humanists, and historians this is a puzzling circumvention. For social and behavioral scientists it is a crippling and inexcusable omission. Indiana's John Gagnon says:

There have been fewer than 100 pieces of adequate research that focus on sexuality in the behavioral science area. When this is compared with the

volume of work on political sociology, perceptual defense, anomic scales, sensory deprivation, and the manifold other areas that are now generating their own journals as part of the information explosion, one can only be distressed with how little is known about the interactions of sexuality with socialization, family life, creativity, and all the rest of human behavior.

Sexual behavior, however one regards it, is one of the central functions and preoccupations of mankind. It deserves to be treated as such, without fear, titters, or commercialization.

What little the world has in the way of sex research is of recent origin. The first studies were done in Germany and Austria in the late 19th century. Krafft-Ebbing's noted *Psychopathologia Sexualis* (Psychopathology of Sex) was published in 1886, and Freud's investigations were done shortly after. The first organization for the scholarly study of sex was the *Institut für Sexualwissenschaft* at Berlin in 1911.

However, as Winston Ehrmann has said, "Systematic sex research . . . is essentially an American development." It began with a 39-page study by Dr. Max Exner (1871-1943) for the Y.M.C.A. called *Problems and Principles of Sex Education: a Study of 948 College Men*, in 1915. In 1921 a small group of scientists, physicians, and philanthropists organized "The Committee for Research in Problems of Sex" as a branch of the National Research Council. It was supported chiefly by John D. Rockefeller, Jr. and the Rockefeller Foundation who gave over \$1.5 million for research between 1922 and 1947.

It was this Committee that substantially backed the work of Indiana University's biologist Alfred Kinsey and his associates, who produced their studies on the *Sexual Behavior of the Human Male* in 1948 and the *Sexual Behavior of the Human Female* in 1953. Despite their flaws, the Kinsey studies are now regarded as the starting point in what is hopefully described as a new era in the scientific study of human sexual behavior. Freud is properly credited with pointing world attention to the centrality of sex in human nature, but his work was often conjectural and chiefly individual in focus. What Kinsey did was point to the *social* aspects of sex and ground his views better in biological and sociological research.





Recently, such organizations as the Society for the Scientific Study of Sex and the Sex Information and Education Council of the U. S. (SIECUS) have been formed to gather more data and provide better factual information. And, the National Institute of Child Health and Human Development in February, 1967, authorized a two-year study of American youth, with emphasis on sex habits and attitudes, at Indiana's Institute for Sex Research. Last year the *Journal for Sexual Research*, sponsored by the Scientific Study of Sex, began publication.

COLLEGE STUDENTS are often at the center of notoriety when the churches or the mass media depict what they feel is the new American sexual rampage. College students, including most Columbia College men, are advocates of revised sexual codes and laws. In this capacity their pressure to correct adult foot-dragging, fear, avoidance, and hypocrisy is a welcome effort.

The students' effort is marred too often by transparent self-serving and hedonism, their narrowly individualistic approach, and their occasional unnecessary rudeness, exhibitionism, or anti-social behavior. But the value of the college students' thrust should not be discounted because of their occasional lapses, lapses that the press and media are quick to emphasize because of their color and journalism's own commercialized prurience.

The dating patterns of college students, and indeed of nearly all young persons in the United States, is something that has changed substantially in this country. Prior to 1900 or so young people "kept company," or travelled in mixed groups, frequently with their parents. Children of upper class or religious families especially were usually chaperoned; care was taken to see that couples were not left alone prior to

*"Going steady" has replaced "dating." But this, and other aspects of American mating and sex patterns, are strangely ignored by the colleges and their professors, who tend to circumvent the subject in their inquiries.*

marriage. The prevalence of small town life with its moral consensus helped parents enforce these procedures. A kiss from a female often literally had to be "stolen." Male premarital sexual satisfaction, as is the case in Latin America today, where chaperonage is still the rule, was achieved heavily through prostitutes.

In the 1920's, the custom of "dating" began. That is, young couples were allowed to make a date and go somewhere together *alone*, without friends, parents, relatives, or nurses present. The causes of the new pattern are many: the rise of city life which smashed group activities and neighborhood surveillance; the spread of the automobile; the introduction of motion pictures which taught young people the art of courting; the spread of co-education; the feminist movement which urged girls to be more independent and break out of old patterns; industrialism, which did not separate male and female work as much as previous economic forms; the decline of religious adherence; and increased schooling for all.

In dating, the idea was to date as many boys and girls as possible. At dances, for instance, "cutting in" was not only accepted but encouraged. The pattern led to increased flirtation and greater petting, and even intercourse (the 1920's were the years of the large increase in *female* premarital sex). It also provided a fairly rational means of selecting a mate. The number of dates, too, protected young people from great intimacies and early marriages. The custom of dating maximized sampling and minimized emotional commitment prior to marriage.

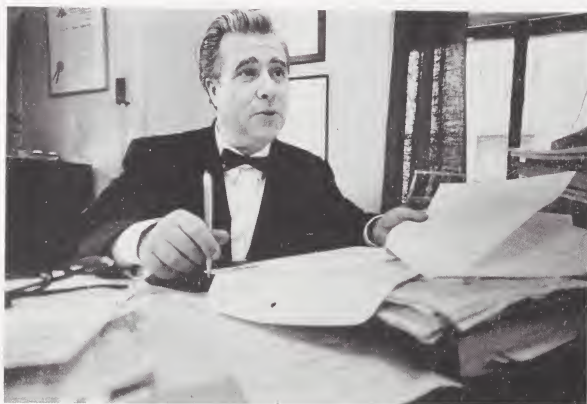
Until the late 1940's it was mainly the "wallflowers" who "went steady." They couldn't flirt, or were not attractive, or psychologically needed just one boy or girl to lean on. But in the late 1940's "going steady" became more widespread. Young people dated many fewer members of the opposite sex and instead selected a succession of only a few mates, with each of whom they would have more prolonged, more intimate, more "steady" associations. This early pairing off encouraged the rise of heavy petting, or the "every-

thing but" sexual pattern—the new compromise between more intense relationships and the still strong taboos against premarital sex. Flirtation became almost vestigial, cutting in at dances all but disappeared, and more and more young people had "their" girls or boys, with whom they "broke off" only after a fairly stormy brouhaha. The informal, the cool, strong personal allegiance, and much more subtle emotional maneuvering became the style. Premarital pregnancies rose slightly and earlier marriages increased sharply.

The new pattern of sexual courtship places a great emotional strain on the young people, especially since parents and other adults are almost totally absent and non-interfering in these trial meetings. Choosing a "steady" is a serious matter and "breaking off" can result in a physical or mental breakdown. Dr. Seymour Halleck, director of student psychiatry at the University of Wisconsin, has found a high correlation between students — particularly *female* students, who must often personally act as the sexual policeman in the absence of parental or community restraints, without losing their marital prospect—who are having affairs and heavy romances and psychological difficulty and mental illness.

THE CHANGES, which do not, in our opinion, amount to a revolution but do follow other historical developments, need to be observed more objectively and closely, analyzed, and understood. The present description of sexual behavior in this country is a national scandal in its impressionism, moralism, sensationalism, inaccuracy, and ignorance. It leads to erroneous characterizations and frequently weird social and political decisions and regulations. It is time to stop clucking and start studying.

If we take seriously the platonic prescription to "know thyself" or St. John's thought "The truth shall make you free," we cannot live with myths, gossip, "news," and loose conjectures about the so-called "sexual revolution." We should not close our scholarly minds to any area of human endeavor, including sexual behavior, which from all indications is a vitally important constituent of human nature and social life.



ROBERT VEIT SHERWIN is an attorney, author, and national authority on laws relating to sex. He is also administrative director of the Society for the Scientific Study of Sex. A native New Yorker, he wrote for *Spectator* and argued for the College's Debate Council, before going on to Columbia's Law School. In his practice he specializes in family relations, sex law,

and divorce, and is a Fellow of the American Academy of Matrimonial Lawyers. He is the author of *Sex and the Statutory Law* (1949) and is completing a book on *Compatible Divorce*. He contributes articles to journals and volumes relating to sex, and is a frequent lecturer.

GEORGE C. KELLER is the editor of *Columbia College Today*.

# SEX, LOVE AND MODERN EDUCATION

by DONALD BARR '41

*It's not sex but sexuality that is crucial, argues a noted educator. Sexuality is what is most personally troubling, socially critical, and educationally important to teach the young. Without it there is mere sex — and a decline in civilization.*

IN THE LAST FEW years there has been a pious rush to introduce sex education into the nation's schools. What is being carried on in the classrooms from Santa Barbara to Boston reminds me of the advertisements I used to see for sex handbooks: "Avoid Fear! Banish Ignorance!" It explains the anatomy and physiology of sex with a descendant of wholesome emancipation. Essentially, it is education about human reproduction.

It is interesting biology, useful background information; but it seems to me to miss the crucial need for sexual education. What children—and everyone, I suppose—really need to know more about is not sex but sexuality.

Is it so very important to teach a fifth-grade boy how to become a father? Is it not more important that he understand what it means to be a man?

Doubtless it is useful to know how sperm reaches the ovum, how the 23 chromosomes in the sperm tangle up with the chromosomes in the ovum, and how the human fetus develops. But to learn all about sexual reproduction without ever learning that it is accompanied by enormous, reason-subverting, relationship-transforming, anarchic passion leaves the "educated" youngster as vulnerable as the most ignorant one. It is the emotions surrounding sex, not the embryology that constitute the central problem.

What is a young person to do about his sexual desires, inchoate and troubling at first, more specific and insistent as times goes on? How is he to sort out the various emotions that accompany these desires, ranging from waves of exquisite tenderness to spasms of adolescent cruelty? Should the drive be reduced by satisfaction? Should it be controlled? Can it be sublimated? What is he to do about the fantastic wishes, fears, and dreams that usually accompany sexual feelings?

These are the real worries of youth. And they are powerful, urgent, and personally and socially critical.

These worries ordinarily take two main forms. One is the acute concern every adolescent feels about his or her masculinity or femininity. I find the major onset of this concern is around the sixth grade, when a boy or girl reaches eleven or so.

To explore the nature and content of manhood or womanhood—and not just



malehood or femalehood—both as the nutrient environment of the person and as a defining characteristic of a particular society, is, like Plato's search for justice, a fascinating and fundamental inquiry. I'm not sure that adults today—especially intellectuals—are always able to confront this question themselves. The prestige of the epicene has never been higher.

The confusion of models for masculinity and femininity now begins early in a child's life. The schoolmaster has all but disappeared below the sixth grade; women are in authority both at home and in school. Juvenile books are now written neither for boys nor for girls. Girls mature earlier than boys, and this, together with the American cult of self-assertion by children, often establishes a pattern of dominant girls and giggling boys.

I look at the present tendencies toward "unisex" with some horror. It is not so much that girls affect male clothing and act like males and that boys affect increasingly feminine clothing and hair styles and behave like females, especially toward work, defense, and leadership. Rather it is the suspicion I have that sex is being stripped of its emotional ritual, deprived of its division of labor, isolated, and degraded to a matter of physiological drive reduction. Humane sexual relations require a masculine principle and a feminine principle. Without these, sex is merely a form of release, a way of discharging tension, a means of self-gratification, a technique of solipsism.

The other form of worry about sexuality that I see in youngsters is over the rate of sexual development. Some boys and girls develop earlier than others. This is not just a matter of pubic hair, breasts, change of voice, and the like; it is also a matter of feelings and attitudes. A little boy discovers that some other boys are ogling girls and pursuing them as companions and he asks, "What is happening to my friends?" And, "What is *not* happening to me?" The differences in the rates of maturation seem to me a very important thing for a child to be prepared to cope with.

EDUCATION ABOUT SEX and sexuality is a difficult enterprise. It is imperative that a young person be taught not only to be self-conscious about his pas-

sions. Merely to psychiatrize—"I'm pubescent, so what I am doing now is to be expected"—leads both to rationalizations of undesirable behavior and to curtailment of the strength and spontaneity of passions. Nor should adolescents be taught to deprecate their passions, to regard passion as a kind of superstition which our modern knowledge of biology will set right, as many proponents of sex education seem to hope.

What we need to do is teach youngsters to cope with their passions and feelings so that they can confront them without depressing puzzlement or retreat into the infantile perversities of narcissism. We need to help them reach out for what they need, but with a sense of the personal and social consequences. This requires an emphasis on sexuality, not on sex. Sex without a valued sexuality can result at best in a series of nervous explosions, orgasms which are just squeezes of the genitalia. The essential thing in the emotional education of each person is the *encouragement* of sexuality.

Sexuality might well be said to be at the base of civilized life. I think it was John Galsworthy who said that culture began when the first protohuman female turned around to face her lover during sex. When one looks at the cultures in which great achievements and advances in the arts, humane arrangements of everyday life, and kindness have been made, one finds that they are usually cultures where romantic love and the private relationship between one man and one woman have been glorified. Where women are merely the physiological utensils of men, civilization is usually a poor thing. Creativity seems to be greatest in societies where extraordinary feats of private emotion are achievable and even laudable.

If one takes cultures where romantic love is regarded as a kind of disease, as in say, traditional Japanese culture, one finds something missing. A certain kind of feeling—maybe the word for it is tenderness—is absent. The old Japanese culture had all kinds of sensitivity but not, I think, tenderness. The delicacy of feeling between one person and another, which in its social consequences becomes a profound compassion among a people, exists most richly in cultures where the emotional penum-

bra of sexual experience is richest.

Romantic sexual love, at its best, requires a balance between the idealistic—or whatever one chooses to call the sense that life is a metaphor—and the sensual. Renaissance Italy had it, and so did Elizabethan England. It also demands fairly clear notions of masculinity and femininity, and respect and admiration for both. Arabic culture, for example, seems stagnant and profoundly lacking; and I suspect this is because the Arabs lack a sense that women have a peculiar, adorable, and equal quality.

NOW, IF WE ACCEPT the view that sex education is more than a course in copulation and involves necessarily the most fundamental questions of our own nature and our responsibilities in relations with others, we are smack in the middle of morality.

Morality is something that an extraordinary number of modern educated parents and teachers prefer to see left out of the schools entirely. They regard morality, and of course religion, in just the same way that their Victorian grandparents regarded sex. Give the child the facts and techniques of research, they say, and leave the moral issues to the family, the church, or the child himself at a later date. Such persons would not leave their children to learn about sex in the gutter, but they are often content to let them learn their morality in the gutter—or, as it now is called, from their "peer group."

What nonsense! To say that morality is not inextricably related to intellectual accomplishments is itself a moral judgment. All education, but particularly sex education, involves inherently a moral setting.

Take, for example, a comparison of Geoffrey Chaucer's "General Prologue" to the *Canterbury Tales* and the opening of T. S. Eliot's *The Waste Land*, clearly an antithetical echo of the beginning of Chaucer's "General Prologue." In Chaucer, spring brings sensuality in nature and religion in people. The pilgrimage he describes is both lusty and spiritual. Man, Chaucer implies, is a part of animal life and yet has salvation within his grasp. Hence, the extraordinary quality and breadth of Chaucer's sympathy; not even the damnable Pardoner is beyond human compassion or God's forgiveness. To Chaucer, man is at home in nature.







*There are few sexual acts that do not raise questions about the integrity of one's actions and motives, and one's generous sensitivities to the needs of others.*

In the world depicted by T. S. Eliot, on the other hand, "April is the cruellest month." Eliot longs for Chaucer's compassionate earthiness but portrays a world in which men find nature and natural impulses—and relations among people—sterile, threatening, and bitter. And God is for practical purposes dead.

If you study these poems, purely in terms of syntax, linguistics, imagery, and so forth, you have missed the point—which is a moral outlook. Moreover, you will not notice the conception of sexuality implied in the two men's views of life. In other words, one cannot understand literature, or any other form of knowledge, without understanding what it has to say about man's place in nature, man's relationship to

other men, and the nature of creation.

If all knowledge has potential moral significance, sex has an inevitable and immediate moral significance.

Let us say a boy and a girl, unmarried, sleep together. I do not mean it is socially acceptable? I mean, to what extent is the boy satisfying himself at some ultimate emotional cost to the girl? To what extent is the girl investing more than the boy in the experience? Or, to what extent has the boy, having been seduced by the girl, been turned into a utensil? There are few sexual acts that are not without questions about the integrity of one's actions and motives, and one's generous sensitivity to the needs of others.

Sexuality, therefore, is not a thing to be avoided because it involves moral

controversy. Moral inquiry, provided it is not the inculcation of dogma (and the ruling out of dogma is also a dogma), is to be encouraged if education is to remain truly liberal and not become blandly instrumental.

In addition to the intellectual objection of some people in mixing "objective and scientific" education in sex with "subjective and controversial" exploration of sexuality, there is the community objection that the schools, especially the *public* schools, should not engage in instruction offensive to any political, economic, or religious groups—or even to dissident individuals. This view has received some puissant backing in recent years from the men of the U.S. Supreme Court, as well as from some state and local governments.



While it is important that private and dissident views never be trampled upon, it is equally important that the schools not be emptied of all concerns and controversies affecting community life just because a few persons object. We have to distinguish between an education that equips a child to deal with *questions* and a training in acceptable attitudes and inert facts. To eliminate value judgments is to eliminate everything valuable. Yet, communities and courts do demand blandness. (I think, for instance, that the Supreme Court's new and immoderate interpretation of the separation of church and state is a shibboleth of the times, just as its interpretations of private property before the 1920's implied a doctrine of rugged individualism that was a 19th century shibboleth.)

So perhaps the private schools will have to pioneer in the teaching of sexuality.

**H**OW SHOULD SEX and sexuality be taught in the schools? I have no exact recommendations.

I do believe, however, that sex and sexuality ought not to be taught in one course labeled as such. Not only is teaching sex in isolation from sexuality self-defeating, but removing both sex and sexuality from other contexts may be almost as misleading.

I think that sexual education, like the teaching of good writing, ought to be done in many courses in the curriculum.

It can be introduced, of course, in all biological courses, but it can be easily dealt with in courses in history, religion, literature, and psychology. I tend to feel that a good course in anthropology in the sixth grade may provide the most natural and timely introduction to sex and sexuality.

By revealing what men in many cultures have in common with the animals from which man descended, by showing the transformation of biological life by culture, by displaying the variations of sexuality in numerous cultures, and by exposing the relation of sexual and social forms—in short, by examining the psychological consequences of man's mammalian and cultural heritage—such a course might confront the adolescent's nascent anxieties at a time when passion and anxiety are beginning to stir in the center of his being.

The important thing is to deal with sexuality fully and openly, but not in terms of drive reduction, whenever it is relevant. It is relevant, in my opinion, whenever such questions as the conflicting claims of private development and social harmony, the twin imperatives of personal relief and personal discipline, or the ambiguities of tenderness and exploitation present themselves.



DONALD BARR, poet, literary critic, children's book author, and Headmaster of the Dalton School, a leading coed private school in New York, has worked as an editor, mathematics teacher, Italian interpreter, college English instructor, Engineering School dean, Republican district leader, and government official. A New Yorker by birth, son of an economist (College '13) and a psychologist (Barnard '14), he was educated conservatively at the Horace Mann School and progressively at the Lincoln School before coming to the College in 1937. At Columbia he played chess, edited the Columbia Review, and belonged to Philoexian, while dividing his academic interests between math and anthropology. He graduated in 1941. Then he went into the Army, where he served as an Italian interpreter in a POW camp and as a member of an OSS team in Germany. After a brief stint as a literary editor of a magazine in 1945, he joined the English faculty at Columbia. He earned his M.A., and taught in the College for 10 years. In 1956 he became an assistant dean in Columbia's School of Engineering, where he started and directed the pioneering Science Honors Program for gifted high school students, meanwhile serving as Republican district leader for Morningside Heights. In 1963 he left Columbia to work for the National Science Foundation in Washington, but he returned to New York the next year to head the Dalton School. He has published numerous poems, short stories, essays, book reviews, and educational papers, as well as children's books on atomic energy, primitive man, building, and mathematics (Arithmetic for Billy Coats, 1966). He is married and has four sons, the oldest of whom is a sophomore in the College. He still plays chess and lives on Morningside Heights.

*Sexual education, like the teaching of good writing, ought to be done in many courses in the curriculum, not in one course labeled as such. And it ought to be done in the context of moral inquiry and questions about man's nature and relationship to other men.*



# *Civilization's Most*

by MOSES



*Style is today on the defensive as being snobbish, old-hat,  
and inhibiting to free-swinging experimentation. In a remarkable  
personal credo, one of the*

# *Important Ingredient*

HADAS



*College's great teachers asserts that style—and the teaching and programs that encourage it—is crucial to all that is most valuable in life.*



I AM A TEACHER. Except for wars and holidays I have never been out of the sound of a school bell. I have written books and given public lectures, but these I have regarded as part of my teaching.

The life I lead is the most agreeable I can imagine. I go from my room to a classroom well lighted, comfortably heated, with clean blackboards and fresh chalk, where there await me a group of intelligent and curious young men who read the books assigned them with a sense of adventure and discovery, discuss them with zest, and listen appreciatively to explanations I offer.

What makes the process most satisfying is the conviction that what goes on in my own and a thousand other classrooms is more important than the large affairs carried on in the shining palaces of aluminum and glass downtown. For I believe that education is mankind's most important enterprise.

Everything that raises man above the rest of animal creation he must learn. Elemental survival requires expertise which must be taught, and survival at a level which men regard as tolerable requires many kinds of specialized expertise. It is obvious that we need people who understand the production of food, and nearly as obvious that we need people who understand electronics. It is no less obvious (though its very obviousness may blind us to the fact) that oncoming members of the human society need to be initiated into its outlooks and habits of thought and cultural symbols. . . .

My function is, as I conceive it, that of a curator of a trust. I must, of course, preserve the principal, and if possible enlarge it; but I must also see that it reaches its intended beneficiaries. That, after all, is the ultimate object of the trust. I preserve the trust by raising up its disciples to carry on my work; I distribute its benefits by teaching. If I am not wholly successful in discharging these functions, I cannot be wholly a failure, for the books are the important thing, and work their effect regardless of their expounder. . . .

Books, especially the *classics*, are crucial because I believe in the liberal arts ideal of education — the kind of education that is of no direct use in earning a livelihood, the part that has to do with initiating each generation into the human traditions of the race.

What the best books teach are those things which most obviously set us apart from the animal.

The Greeks held that man is superior to animals because he possesses *logos*, which means "word," "rationale," "discourse." They also said that the educated man is superior to the uneducated because he possesses many *logoi*; the more *logoi* he has the more copiously and subtly and profoundly he can think. The *logoi* are stored up and accessible in a body of literature. Accordingly the teaching of Isocrates (436-338 B.C.), who is the pioneer educational theorist, was based on a selected library of books—the books, in fact, that we still include among the classics.

The Greek program worked. The same library of books Hellenized the entire Near East in the centuries after Alexander, civilized Rome, and, in a real sense though indirectly, gave its intellectual unity to the civilization of Europe.

What was it that the Greeks hoped to achieve by making the classics — Homer, the tragedians, and others — the basis of education?

There were, of course, objectives of the kind familiar to us because they involve certain outlooks on life — the Homeric obsession with individual excellence, the tragedian's reflections on the relations between man and external authority, and so on. But these objectives and others, which we may be inclined to put first, were really only by-products.

The major concern of the Greeks — and apparently in progressively increasing degree — was not so much the outlooks reflected in their classics as using the word in its larger sense, their *style*.

*It is style that defines civilization and gives it continuity.* A particular form may be emptied of its old content and be replenished; but if form is abandoned, and the flair which form betokens is lost, civilization must start anew.

TO THE GREEKS there was a difference between casual utterance and literature. Things worth saying to an audience could not be blurted out, but had to be given appropriately dignified and artistic form. When, in the sixth century B.C., a statesman like Solon or

a moralist like Theognis wished to admonish his people he addressed them in elegiac verses.

And what could be more formal and stylized than Greek tragedy? People do not normally address each other in lines of verse, and their conversations are not normally punctuated by a group of elderly gentlemen who go into stylized song and dance to tell how they feel about it. Significantly, Euripides, who was a deviationist and an innovator, still felt bound by the canons of form, so that to the casual eye his plays are not different from Aeschylus or Sophocles.

Isocrates held that memorable utterance might properly be couched in prose, provided it was artistically wrought; and the writing of poetry stopped until it revived in the Alexandrian age. The Alexandrian poets are criticized for being bookish and precious. They were so indeed. But their pious attention to the forms of the past amounted to a conscious program for preserving civilization when it was threatened by a new barbarism.

The extreme to which traditionalism could go is illustrated by Hermogenes, who was the most respected and prolific teacher of what we would call creative writing in the second century A.D. In one of his prefaces Hermogenes says, in so many words, that a mediocrity who takes his course is sure to become a better writer than a genius who does not.

It is easy to heap up horrifying examples of the ludicrous lengths to which traditionalism could go, especially among the Byzantine writers, to whom Hermogenes was a bible. The thing to remember is that the forms did

---

MOSES HADAS was Jay Professor of Greek at Columbia University upon his death in August, 1966. A native of Atlanta, Georgia, and a leading classical scholar, he was one of the College's greatest teachers for 41 years. In the fall and spring of 1966, the editor had several conversations with Professor Hadas about writing an article, an *instructive credo*, for CCT. He didn't live to write it. This article is an adaptation from three of his recent essays.

---

Adapted from portions of *Old Wine, New Bottles*, with permission of Simon and Schuster, and *Style in Education*, with permission of the College Entrance Examination Board.



The late Professor Moses Hadas  
*"Style is the thing that all teachers must cultivate with special care"*

provide a channel for continuity, for it was through its forms that civilization became organic and transmissible.

Of the conserving force of form and style a spectacular example is afforded by the rebirth of drama—and of other literary genres—in the humanist age, or Renaissance. The drama of the Italian *rinascimento* is not a development out of antecedent folk performances, but a complete innovation wholly inspired by the rediscovery and new interest in classical texts. The plays presented were first translations, then adaptations, and then emulations of the ancient plays. The contribution of the Greek romances is exactly parallel. To people who had known only the enormous and amorphous romances of

Amadis de Gaul and the like, the existence of tightly constructed stories with beginning, middle, and end, with several strands of intricate plot held firmly in hand and skillfully brought together for a climactic conclusion, came as a revelation.

To the intellectual profundity which moderns admire in ancient tragedy the Renaissance creators of the new drama seem to have been totally deaf. What they did learn was form and style. The drama, they came to realize, is not buffoonery for a carnival mob but a dignified art form worthy of the serious efforts of the best artists and of the respectful attention of the most accomplished audiences. What the new drama learned from its progenitors and

bequeathed to its posterity was the sense of style.

Style, then, was the thing that Greek educational theory was designed to foster and promote. And style is the principal item in the legacy the ancients bequeathed to the humanists.

Style is the thing that all teachers must cultivate with special care. This is especially urgent today because we live in a world in which style is on the defensive. How can we do it?

WE TEACH STYLE, first of all, through the most obvious and immediate and proven of all devices—the *logos*, beginning with its basic meaning "word" and then expanding to its fuller

*"Significant utterance cannot be blurted out but must be artistically wrought. When the artistry becomes effortless, discourse has achieved that style which characterizes civilization."*

meanings of "rationale" and "discourse." *Language* is the most universal and most immediate vehicle for style. Quite apart from the substantive value of the study of language for its own sake, language is the best introduction to the ethos of the people who spoke and wrote it, and exposition of texts usually provides a more meaningful introduction to civilization than treatises devoted to the subject. Because one's own language is too familiar and therefore too commonplace for easy study of the extra dimension of style, it is more effective and more economical to use *foreign* language.

Even very young students who suddenly realize mathematics in their souls will say with genuine feeling, "That is a beautiful problem." Many students are also capable of realizing *logos* in their souls and of saying, if they knew the word, "That is beautiful syntax."

Why is one expression used rather than its apparent synonym? What emphasis is given by an unusual word order? What is the logic of coordination and subordination? What degree of probability is indicated by various modal usages and by various means of expressing the protases and apodotes of conditions?

What each student should learn, at the most elementary level, is that *significant utterance cannot be blurted out but must be artistically wrought*. When

the artistry becomes effortless, discourse has achieved that style which characterizes civilization. This is how Isocrates put it in 380 B.C. in a speech that explains the bases of the eminence of Athens (*Panegyricus*, 47-50):

Athens paid honor to eloquence, which all men desire, and begrudge to those who are skilled in it. For she was aware that this is the only distinguishing characteristic which we of all creatures possess, and that by this we have won our position of superiority to all the rest of them. She saw that in other spheres of action men's fortunes are so capricious that often in them the wise fail and the foolish succeed. She saw besides that men who have received a liberal education from the very first are not to be known by their courage, or wealth, or such like advantages, but are most clearly recognized by their speech; and that this is the surest token which is manifested of the education of each of us; and that those who make good use of language are not only influential in their own states, but also held in honor among other people. So far has Athens left the rest of mankind behind in thought expression that her pupils have become teachers of the world.

This emphasis on style, I am aware, may seem a little yeasty, a little snobbish, a little precious, especially in the eyes of hard-headed school boards, modern utilitarians, and the new free-swinging experimenters. But education par excellence, I have suggested, involves an understanding of the cultural experiences of the race, as broad in scope and as detailed as the years of schooling allow. Nothing is so effective for stretching the mind and multiplying the planes of our own existence.

We must look over the fence to see how our neighbor's garden is faring, not to copy it but to understand our own better. I teach Greek religion not because I am an evangelist for the Olympians, not yet because I wish to corroborate convictions of my own superiority, but because it is illuminating to know what other intelligent peoples have thought about the relations between the human and divine. We are Americans of the mid-20th century. But what a rich bounty it is to be home—at the same time—in other pulsating centers of culture, remote in time and place!

(Here incidentally, I should myself rank Florence next after ancient Athens and Rome—like them, not only for its achievements but for its seminal influence upon subsequent cultural

history. That is why I deplore the almost total absence of Italian from our high school curriculums.)

I MUST SAY A WORD about my own parish. I will begin by asserting boldly that all the advantages that inhere in language study, with the exception of ordering meals and asking directions, are present more abundantly in the study of Latin or Greek. Study of the ancient languages is the most effective introduction and preparation for the study of things modern—language, art, life itself.

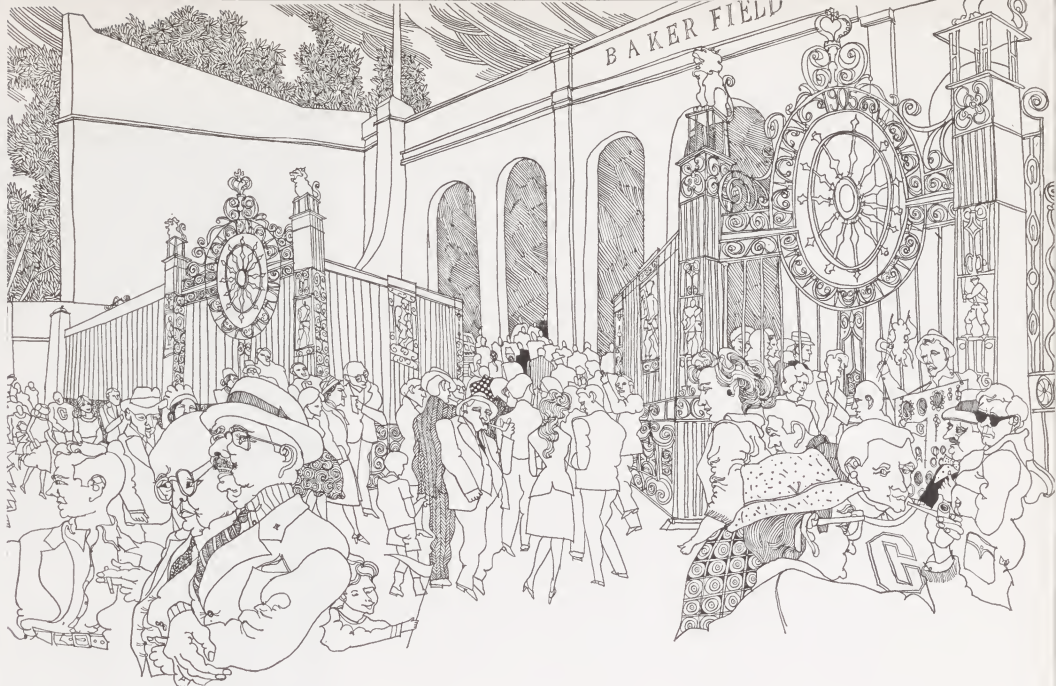
Their fuller spectrum of grammatical forms and their elaborate but perfectly systematic and easily recognizable syntactical variables make these languages an ideal subject for mental discipline, the best foundation for the appreciation of style in both the narrower and broader sense, and the most effective introduction to the architecture of discourse. In Latin and Greek the various kinds of subordination, of conditional sentences, of constructions within indirect discourse, are differentiated by specific symbols and made as perspicuous and verifiable as mathematical equations. Latin especially is an effective introduction to the factor of style. In no other language, I think, is such care taken that significant utterance be not simply blurted out.

Of the importance of Greece and Rome as essential items in the intellectual baggage of civilized Europeans and Americans, it is surely unnecessary to document here. The formative influence of the ancients upon our literature and philosophy, our political institutions, our outlooks and aspirations are so basic that the new cannot be fully understood without reference to the old.

It is not alone for their substantive value then that the ancients are worth study, but for the basis they provide for the study of the moderns. Just as the ancient languages are useful to the study of the modern, so are the ancient civilizations also.

The one thing that all the manifestations of ancient civilizations communicate, their language no less than their art, are *canons of taste*—the style that is civilization. Such communication, I deeply believe, should be the main concern of every responsible teacher.





## Roar Lion Roar

### Stormy Weather

THE SECOND SEMESTER this year was in some ways a dismal one. Not only did the campus suffer from the coldest, wettest winter and spring in many years, but Columbia's athletic teams, and their supporters, suffered a good deal too. Despite some grand moments and fine personal efforts, this was not a year to remember vividly in Light Blue athletic history.

In some other ways, however, Columbia's athletic situation has seldom looked brighter. A new post of associate director of athletics has been created to improve the College's athletic recruiting, and Al Paul, the experienced assistant football coach at Columbia, has been selected to occupy the post. Paul will coordinate the efforts of the admissions office, the coaches, and the alumni committees.

Also, the College's alumni, many of

them through the Varsity Club, have begun for the first time to help in a major, skillful, and organized way to attract some of the nation's top scholar-athletes to Morningside, and this spring they have had some remarkable success. For example, of the 11 finest football players in the New York area last season, four will attend Columbia. While the alumni have not been so supportive of other sports as they have of the one or two major ones, and while they still are far behind the refined high-pressure operations of the alumni of most of the other Ivy schools, their new vigor represents a great leap forward.

And the College has improved facilities, hired superb new assistant coaches in several sports, and expects to begin construction of the new gymnasium, which will be one of the best in the East, within the next several months.

### Hoopster Fraternity

"IT WAS THE BEST fraternity on campus." That's the way one player characterized the basketball team of last winter. Coach Jack Rohan '53 claims that he has never seen a close-knit, spirited squad that made such a magnificent team effort in his life. With 7-foot All-American contender Dave Newmark out for the year, the squad doubled its energies, gave all it had, and won 11 victories in 25 games, including the Christmas vacation Steel Bowl in Pittsburgh and stunning end-of-the-season upsets over Georgetown and Cornell.

Great credit must go to captain Joel Hoffman who was an effective leader and cool ball handler. But seniors Tuck Ganzenmuller, Art Sprengle, and Chuck Ksieniewicz frequently played over their heads; junior guard 6'3" Bill Ames and junior center 6'6" Larry Bor-

## Prospects, Anyone?

If you know of any outstanding scholar-athletes in your area, or are interested in learning how to help the College attract more of the nation's finest students to Morningside, there is a new man to provide assistance or information. He is Al Paul, the new associate director of athletics, whose duty is to co-ordinate and refine the athletic recruiting among Columbia's alumni, coaches, and friends.

His office can supply necessary information and instructive materials and will act as the clearing house for all questions and efforts. Says associate director Paul: "Our Ivy competitors have been doing a fine job for years, but we shall try to catch up as quickly as possible. I hope every Columbia alumnus will develop a greater interest in locating the very best young men in their communities and telling them and their parents about Columbia."

Alumni and friends who are in touch with top admissions candidates should continue to work with their area representative in the College Admissions Office, 212 Hamilton Hall. Those who want to find out how they can help the College with scholar-athletes or who need help and materials in doing so should write or call:

Al Paul  
400 John Jay Hall  
Columbia University  
New York, N. Y. 10027  
Phone: (212) 280-2544



Al Paul

ger were both consistently determined and superb in zone defense play; and sophomore Roger Walazcek, whose tremendous physical ability has been highly touted, delivered dramatically and frequently, if not flawlessly, to the team's amazing productivity.

The Lion frosh had an 11-6 record, which included encouraging conquests of teams like St. John's, Army, Princeton, Penn., and N.Y.U. Three players, 6'5" Jim McMillan, 6'4" Heyward Dotson, and 6'9" Art Detweiler, may be of real help next year.

Two sidelights. Don Morris, the team's manager was so helpful, efficient, and considerate that he was called by Coach Rohan, "The best ever, and we've had some great managers like Frank Safran '58, Bob Van Keuren '62 and Lewis Friedland '66." And so remarkable was the team's zestful but gentlemanly demeanor that the Columbia hoopers were honored in April with the Schoenfeld Award for outstanding sportsmanship for the Eastern region.

Next year, though it is hazardous to say so brazenly, the Lions, with Dave Newmark back, are expected to be one of the best teams in the East.

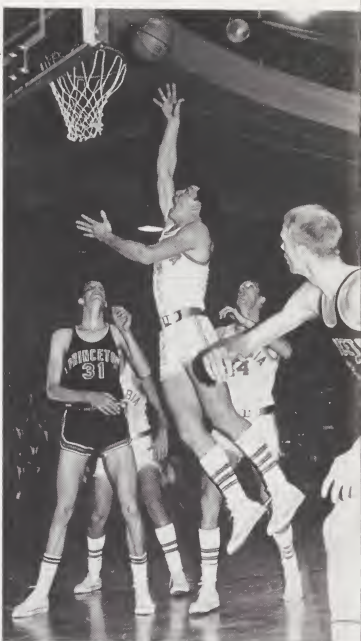
## So-so

THE LIGHT BLUE fencers, occasionally national champions in recent years, had to settle this year for a tie with Penn in the Ivy title, second place in the Easterns, and third in the N.C.A.A. championships. The national championship score: Penn 57, N.Y.U. 56, Columbia 55. It was that close.

The squad seemed to lack that extra finesse, unrelenting desire, and smooth consistency that have stamped some of their predecessor squads at Morningside, although junior foilsmen Art Baer was good enough to win All-American honors and senior Brant Fries and junior John McKay in epee and foil, respectively, won All-Ivy positions.

Lest anyone grieve over the pitiful "decline" of the Lion fencers, it should be noted that the frosh foilsmen were undefeated in nine matches and displayed two swordsmen, Bob Rosenbloom in epee and Dave Rogers in sabre, who looked about as good as anyone in the nation already. Coach Louis Bankuti said it was the best freshman team he has seen at Columbia in a decade. Bankuti, incidentally, will

John Chee-Spectator



Roger Walazcek scores  
This winter could be a great one

take over as fencing coach next year from Dr. Irving DeKoff, who will leave to study college administration as an A.C.E. Fellow at San Francisco State.

## The Swimmers

WHILE the College's watermen are a long way from Nirvana, Coach Jack Mayers was able to improve their record slightly once again. It was 5-10 for the year and included victories over Penn and Brown. Captain Bill Damm not only led the team with quiet force but finished ninth in the East in the gruelling 1,650-yard free style event. Other performers who turned in some outstanding efforts were junior butterflyer Francis Damm of Long Island City, medley record-holder Bob Gastel of McKeesport, Pa., backstroker James Suekama of Denver, Colorado, sprinter Niles Schoening of Louisville, Ky., and diver Paul Von Eikeren of Elm Grove, Wisconsin. Together they set 11 new Columbia records this year. With the

graduation of breaststroker Jack Harris of Indianapolis, the Lion squad will suffer in that event next year. And, the freshman team, though it contained one superb swimmer, John Geiser, who broke numerous frosh records, was an ominously weak one.

## Really Pinned

**D**ISASTROUS is the adjective for Columbia's wrestling season of last winter. In 12 matches, the Lion grapplers failed to win one. Only captain Dave Morash, who compiled a 7-3 record, came out with his dignity intact. And next year there will probably not be a single senior on the squad. A 152 lb. sophomore, Wayne Darling of Idaho, who along with 123 lb. sophomore Bruce Kanze and 167 lb. sophomore Jim Peterson, was one of the only other varsity members who performed with some expertise, will be next year's captain.

However, the freshmen grapplers were one of the finest frosh wrestling teams ever to appear on the Columbia campus. In the Easterns they came out fourth in a field of 30 teams, topped only by three of the East Coast's perennial powers, Lehigh, Syracuse, and Army. They were a highly tough, determined, zestful bunch, and one or two of them show enough promise of becoming Columbia's first Eastern champs in recent times.

Four of the frosh squad were nothing short of brilliant. Steven Dell'Orto, a 123-pounder from Long Island who won first place in the Easterns, is strong, smooth, and omniconpetent. Mike Quinn from New Milford, N.J. (brother of baseball captain Pete Quinn '66) who just missed going undefeated at 130 lbs. for the year, is very fast and extremely talented in all phases of wrestling. Bob Wingate, a 152-pounder from Bloomsburg, Pa. who took third place in the Frosh Easterns despite an earlier football injury, is gritty and experienced. Angus Davis, who also took a third place, in the 167-lb. class, was voted "Delaware's Outstanding Wrestler" at St. Andrews School. Coach Stan Thornton says of him, "He already rides as well as anyone I have seen in his weight except some of the national champs."

Alongside them were two other fine lightweights, Milton Miyachi from

upstate New York, and Charles Coniff of Illinois, and two top-notch middleweights, Bill Karras of Long Island and Eric Taylor (son of Harrison Taylor '39) of Delaware. Only in the heavyweight divisions were the Lion cubs weak.

One reason for the frosh successes was a new assistant coach named Jerry Seckler. A former crackerjack wrestler at Penn State, he now appears to be a crackerjack teacher of the sport.

If the Lion wrestlers can put a succession of frosh teams of such fire, skill, and motivation on the mats, they may grab an Ivy title again, as they haven't since 1961.

## Three in a Row

**C**OLUMBIA's bridge team, captained by a soft-spoken gentleman with a catchy drawl and a most engaging manner, John Bromberg of Dallas, Texas, this year won the Eastern Intercollegiate Bridge League championship for the third consecutive year. In fact, the team is undefeated in match play for three years.

## Track Woes

**I**T WAS NOT a good year for track. Coach Dick Mason's fellows were 1-6 for the indoor season and 0-3 outdoors. There were simply not enough speedy and strong undergraduates to give the squad balance and depth.

Captain Bernie Fowler, a marvelous competitor, went undefeated at 600 yards all winter, and though hampered by injuries, managed to win the one 880 race he entered in the spring meets. There were a few fine sophomores who also took firsts: Alford Dempsey in the sprints, Gary Rosenberg at one and two miles, and Mike Busa at shot put and discus. And senior John Carleo could really make the discus sail too on occasion. But though there were others who gave their all, that's about where excellence stopped. With 18 events in outdoor track, the handful of capable track athletes was simply not enough to do the job.

The freshmen squad displayed a young man to watch. He's Bob Douglas, former Massachusetts State champion quarter-miler, whose times at 440



Larry Muvehill

Diver Paul Van Eikeren  
Slowdown for a go-go team?





Ann Eastlin

Track captain Bernie Fowler  
Undefeated half-miler with a successor

and 600 yds. are only a few seconds off those of the East's best runners.

### Sailors' New Home

COLUMBIA's sailing club this spring got a new home, a new office, and a new boat. The sneakered ones left City Island for a new site at the World's Fair Marina near La Guardia Airport. They have established an office in room 200 of the Harmony Hotel at 544 West 110th Street. And they purchased a 13-foot Boston whaler with an outboard motor to use as a crash boat or a race committee vessel.

The club continues to run a remarkable sailing program of instruction for novices, while its team enters all the major Eastern races. But this spring the

Light Blue skippers won no major races, though they were usually in the first division. Commodore Peter Rugg '68 did win individual honors at the Middle Atlantic Association's spring regatta at King's Point in mid-April.

### A Peculiar Anniversary

BASEBALL celebrated its 100th anniversary at Columbia this year. But Coach John Balquist's charges were regrettably unable to do it in style. Usually a strong contender for the Eastern baseball crown, the Lion baseball team had its first losing season in nine years, with a 6-10 record.

Very little seemed to mesh this spring. When the hitting went well, the defense or pitching didn't; when the

pitching was smooth, the hitting or defense wasn't. It was just one of those years.

Coach Balquist relied on pitchers Dave Hillis, the senior ace from Houston, Texas, junior George Bunting, and sophs Ed Weathers and Paul Brosnan, but none of them were able to deliver with regular skill. The freshmen? Keep your fingers crossed. They were 5-2-2.

### Up and Out

ON MAY 6, Columbia's heavyweight and lightweight varsity crews crossed the 2000-meter course finish line first against Rutgers and Georgetown. It was the first victory for the heavies in four years, and the first and only victory for the lightweights this year.

The Lion oarsmen have not had a winning spring since the fine season of 1963. Rowing requires tremendous teamwork, spirit, and back-breaking, all-out efforts. So much depends on camaraderie, dedication, and enjoyment from tough physical work done in unison. Tall, strong undergraduates help, but the drive and mystique count for more. This spring, 25-year-old coach Herb Soroca '63, with only 17 heavyweight oarsmen, tried to rebuild that drive and mystique. He was not very successful. Only on occasion could the Lion crews really lift the spider-like shells.

The heavies, with four sophs and four juniors in the varsity shell, lacked polish but improved during the year. With work, they could prove a formidable crew next year. The lightweights, with strong senior Gerry Botha at stroke and superb captain Eric Danneman at number seven seat, came in fifth in the Easterns, and tied with Yale for sixth place in the 10-team Jope Cup competition. Ex-oarsman Norman Hildesheim '60, now a leading young architect, turned in a splendid job as lightweight coach.

### Renaissance in Tennis?

COACH Joseph Molder's tennis team had only one really decent player, top-ranked junior Steve Gottlieb, and finished the season with an undistinguished 2-9 record. But the rumbles of renewed excellence can be heard. The noise comes from a group of alumni, led by Dr. Herbert Hendin '46, who

are weary of Columbia's weak performances in tennis and unhappy with what they regard as the University's neglect of tennis and tennis facilities.

Sparked by the indefatigable Dr. Hendin, a nationally prominent psychiatrist as well as the chairman of the Varsity C Club's tennis advisory committee, the alumni have succeeded in getting Columbia to build a long-needed sixth clay court at Baker Field, in turning the lovely Baker Field courts into a Summer Tennis Club for faculty, students, and alumni, in arranging for indoor play through the winter, in donating a handsome new Tennis Trophy, and in helping to persuade a few of the East's top young tennis-playing scholars to join the College's freshman class.

They are still battling to have the University turn the one existing tennis court on the campus, in front of John Jay Hall, into an exhibition court so that Columbia's players can hold exhibition matches with some of the East's best amateurs for the benefit of all students. The court is presently improperly surfaced, too small, and without spectator facilities.

"We hope to be challenging Princeton for the Ivy title in four or five years," says Hendin.

### Royal Treatment

WHEN the Lion golf team went South this spring, they stayed a

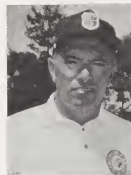
while with Jack Williamson '44 in Daytona Beach, Florida. Said Coach Rick Duval, "We have never received such a red carpet treatment from any alumni before."

According to Coach Duval, Williamson is an amazing athlete himself. A former baseball and football player at the College, Williamson was wounded in World War II, but went on to become Eastern handball doubles champion, a P.C.A. Class A professional, and one of the nation's top sport fishermen. Williamson spent nine years in Venezuela with the Creole Oil Company following College, and invested so well that he returned to the U.S. to build a golf course, "Par Three," in Daytona Beach and buy a hotel and several pleasure and fishing boats. He started a golf team at Daytona Beach Junior College and is now the head coach. Williamson hopes, said Duval, to help Columbia golfing from now on.

### A Good Man Gone

Dn. Edward Scott Elliot is dead. The gentlemanly Canadian-born medical doctor who never practiced but instead directed athletics at Columbia from its formal incorporation in 1931 to his retirement in 1943, passed away in London, England, on March 8 at the age of 89.

A soft-voiced, mild-mannered man, Dr. Elliot was charged by President



Jack Williamson '44



Dr. Elliot

*Now and forever*

Nicholas Murray Butler with the duty of incorporating physical education into the total College program and of keeping Columbia athletics safe and sane. He did so. He could sing "Sans Souci" or swap jokes with the students, but he never ceased advocating good sportsmanship, a thing in which he deeply believed. He saw athletics as a character tester and character builder, and as a source of fun and relaxation. To Dr. Elliot goes much of the credit for making Ivy league sports the kind of special and balanced activity it is today—high quality but not professional, and student-oriented, not victory obsessed.

Junior Steve Gottlieb  
Leader of a revival



Joseph Boker

### Food Before Play

THE ANNUAL Alumni Homecoming Luncheon prior to the Homecoming football game against Yale at Baker Field on Saturday, October 21, will be held at the Columbia University Club on Thursday, October 19, beginning at 11:30 a.m.

Among the expected speakers are David B. Truman, newly appointed vice president and provost of the University; Henry S. Colman, new acting dean of Columbia College; Coach Buff Donelli; and Tom Reed and Don Hubert, co-captains for 1967.

The price is \$5.25 per plate, and reservations may be made by addressing:

Mrs. Alice Hunneman  
Columbia University Club  
4 West 43rd Street  
New York, New York 10036

Checks should be made payable to the Columbia University Club. The telephone number is PE 6-2900. All alumni and their guests are cordially invited.

# The Game That Is All Offense

by JOHN HOLLOWELL '67

*Quiet reigns, etiquette counts, and skinny fellows can play. Here's the story of one of America's — and the College's — more unusual sports.*







At 6:15 p.m. on May 13, 1966, a slender, bushy-headed Columbia sophomore set his feet in the turf, adjusted his trousers, and using a thin metal shaft, stroked a small white ball snugly into a circular hole in the close-cropped grass. Minutes later, after a walk of several hundred yards, Columbia athlete Bob Siegel '68 was met by a small group of back-slapping, hand-shaking teammates, handed a bottle of Millers beer, and congratulated on his performance.

What had he done? Why all the excitement?

For the members of Columbia's varsity golf team, the putt had secured a 4-3 "sudden death" victory over unbeaten Cornell in the final intercollegiate match of the 1966 season. The upset victory came on the fourth hole of a play-off, after another Columbia man had won on a similar "sudden death" effort two holes earlier, and after 18

regulation holes and four hours of grueling competition had been completed.

Few on the Columbia campus except the members of the team, however, ever learned of the upset victory that May evening. Golf at Columbia, which has been a regular varsity sport only since 1957, is doomed to the unglamorous anonymity of a minor sport. Unaccompanied by a brass band or a throng of screaming spectators, Columbia's linksmen travel in their own cars, and that of their coach, Frederick "Rick" Duval, 30 minutes up the Palisades Parkway to Sparkill, N. Y., home of the Rockland Country Club. Over the spacious 100 acres of the Rockland course, the Columbia team battles seven Ivy opponents as well as teams from seven other schools in their two-month Eastern League schedule each spring. The results of these matches go largely unnoticed by the press and by

other Columbia students.

Any number of factors make golf unique as an intercollegiate sport.

Unlike football or baseball, the "royal and ancient game" of golf is not governed so much by hard and fast rules as by unwritten laws of etiquette and gentlemanly behavior. Why should the player who wins the previous hole tee off first, or the player whose ball is farthest from the hole shoot first? These "rules" are set immutably in the courteous aspects of the game.

Dressing standards, too, vary greatly from other organized sports. Members of the Columbia team wear slacks and sweaters, dungarees, shorts, or whatever is most comfortable for them. In one home match early this year, captain Nick Ribaldo '67 was seen in a bright yellow shirt several sizes too large, madras bermuda shorts, and a straw hat with a striped band.

A varsity footballer is not asked to purchase his shoulder pads and jersey, yet members of Columbia's golf team must use their own clubs (about \$200 worth) and spiked shoes. Since golf became a permanent varsity sport in 1957, however, the athletic department has provided transportation expenses, caddy fees, meals, and balls. The athletic budget also provides what Assistant Director of Athletics Les Thompson calls a "reasonable" fee for the use of the Rockland facilities on weekday afternoons from April 1st to the middle of May.

WHY SHOULD an undergraduate want to spend his spring afternoons "hitting a little white ball and chasing after it"? What is the attraction of this strange form of athletic competition in which one is left largely to himself, numerous abstracts of gentlemanly behavior prevail, paid servants (caddies) are employed, and traditional forms of athletic "conditioning" seem totally absent?

According to Coach Duval, "Golf is an intensely individual sport. Each man on the team must guide and control himself. In this process, the coach takes a passive role. If I see a man start to choose the wrong club for his shot in a match, or take his eye off the ball, I can't rush up to correct his mistake. Golf etiquette, in fact, forbids giving advice in competition. Each man must pit his skill against the 'lie' of the



Hugh Rogers

course and his own emotions." "Conditioning in golf," DuVal says, "is largely a matter of endurance. A man has to be as tough on the 18th hole as he is on the first."

As ex-Columbia swimming coach Ed Kennedy, the team's constant companion and ex-officio manager, expresses it, "This is a game that licks athletes. A big strong kid thinks he'll go up and murder the ball, and therefore succeed. Well, he won't. Golf requires perfect self-control and intense concentration, not just brute strength. Skinny fellows can play golf, and win, if they have it inside."

A major lure of the sport is what Nick Ribaldo, an ex-caddie from Norfolk, Virginia, calls its "decency." As he describes it, "It's more like fishing or hunting than like tennis or baseball. It's just one guy against nature and himself, in a dignified, courteous setting. There's an opponent but he can't attack you, block you, or disrupt you. *Golf is 100 per cent offense.* There is no human opposition to defend against except your own lack of nerves, coordination, and skill. You learn a lot about yourself. Also, most courses are 150 acres of beautiful landscape, so there's the aesthetic element."

If golf provides special challenges for the intercollegiate competitor, it also pays some unique dividends. As part of a program initiated under present varsity basketball coach Jack Rohan '53, who coached golf in 1958, the Columbia linksmen head South during the Spring Recess where they compete in the Miami Invitational and Cape Coral Tournaments in preparation for the Eastern league season. For Northern golfers who can begin playing only when the weather favors it, Coach Duval feels, "The Miami tournaments help us get in shape early. If we waited till the season begins to start practicing, we wouldn't reach top form until the summer." Duval, an assistant football coach in the fall, who makes no claims to golfing fame, describes himself as a "social golfer." There is a good deal of good natured joshing between the team and him on that issue.

For Columbia's divotmen, all is not the levity of casual coach-athlete relationships or the occasional beer after a close match. In addition to the two Florida tournaments, the team com-

Joseph Baker



**Captain Nick Ribaldo**  
*Intercollegiate golf has no uniforms*

petes against every Ivy team as well as Wagner, Rutgers, Seton Hall, Manhattan, Queens, and Army in dual and triangular match competition. They also participate in the Metropolitan and Eastern championships against a field of 30 and 16 teams, respectively.

Match play, the bulk of the season, is conducted by pitting the top seven men against an opponent's top seven. Each man competes only against his paired opponent (numbered one to seven by quality) and the winner on a hole-by-hole count is awarded one point. Seven points comprise the match. Having one or two outstanding golfers on a team does not help much in match play. A winning team needs seven men who can shoot in the 70's and low 80's consistently. While Columbia has had some outstanding golfers, it has never had quality seven-deep.

The Eastern and Metropolitan championships, however, are contested according to medal scores, or the cumulative total of strokes for an 18 or 36 hole round. Ivy League places are determined in a single tournament on the basis on a team's cumulative stroke total. In addition to team scores, individual honors are awarded in the Easterns to those golfers who compete in a final round after "qualifying" on the basis on their low medal scores on the opening round. In spring, 1966, in the Easterns held at Cornell, captain Chuck Irish and Number 2 man Frank

Newell, both '66, qualified for the individual round, the first time Columbia has had two qualifiers since golf again became a varsity sport in 1957.

If golf is merely a strange game of hitting a ball with a stick and chasing after it, its national prominence belies the fact. According to *The New York Times*, over 7,750,000 Americans played 15 or more rounds of golf in 1965. The game has become a massive business enterprise in which costs of courses, clubhouses, real estate, equipment, and country club membership total over \$3 billion annually. In 1927 there were only 4,000 golf courses in the United States, while in 1967 there are about 9,000 registered courses.

And these figures apply chiefly to the "average" American golfer, the weekend duffer, not the pro. As Lincoln Werden '25, the great N. Y. *Times* sports writer who has covered the golf scene for many years, explains, "Golf in America is experiencing a tremendous period of growth. American golfers come from all elements of the population, from colleges, from farms, and from offices."

Mr. Werden also credits important personalities with bringing golf to the nation's attention. "President Eisenhower's image as a golfer has been instrumental in popularizing the sport," he says. "And today the names Nicklaus and Palmer attract the eyes of newspaper readers who want to know who're winning the big tournaments."





Rockland Country Club, Columbia's home course  
*You learn a lot about yourself primarily*

Joseph Baker

Apparently, the growing affluence of society has created new leisure time, and the expanding city life has brought on a new hunger for the lovely, open green expanses that golf courses possess. And, despite its simplicity and even insanity in the eyes of its detractors, the game of golf is communicable. Enthusiasm for it is spreading like a pleasant contagion that will not be sated until scorecard upon scorecard is tallied, round after round completed.

**S**HEPHERDS IN ANCIENT GREECE may have been the first to divert themselves by striking at stones with wooden sticks to hit them into holes in the earth. The Romans had a game called *paganica*, where players scruck at small balls stuffed with feathers—the kind of ball that was used until the 1840's.

In the 15th century, we know that the Dutch had a game called *Het Kolven*, played with a stick and a flat tile on frozen lakes or with flat stones in the streets, because it was banned by the Church on Sundays. The French had a similar sport called *jeu du mail*.

But these early forms seem more related to field or ice hockey than to golf.

The real originators of the game we know as golf were the Scots. The Scottish nobility amused themselves by hitting a feathered ball around the rugged countryside as early as the 14th century. By 1457, it became necessary for King James II to issue a decree forbidding the sport among the lords and barons because it interfered with the practice of archery, which he regarded as necessary to the nation's defense system. Other Scottish Kings, however, took up the game, and in 1603 James VI of Scotland, later James I of England, issued a prohibitive tariff on golf balls imported from Holland. (The name golf seems to be of Dutch origin, as do some other terms, such as the tee, from the Dutch *tuitje*, or mound from which the ball is hit.)

Scotland's preeminence in golf was established in 1754—the year Columbia College was founded—when “The Royal and Ancient Club” was founded at St. Andrew's, Scotland, by wealthy gentlemen. The club devised rules, standards, and behavior that became

an international code for the sport, enduring in large part up to the present. The Scottish players used a basic set of clubs including the *cleek*, or driver, the *baffing spoon* and *mid-spoon* for approach shots, and the *putter*. Their balls were made of compressed feathers bound by leather.

But in 1848, a crafty clubmaker at St. Andrews named “Old Tom” Morris championed the use of a new ball made of the gum of the *gutta percha* tree. It was cheaper, longer-lived, less subject to wind drift, rain-proof, and it went further. The new ball not only resulted in the re-design of the courses and clubs—hickory shafts, and new metal clubs called *brassies*, *mashies*, and iron *niblicks* — but it helped spread the game internationally.

Though the Dutch settlers in the American colonies played *Het Kolven* and there is some slim evidence that Scottish immigrants in New York, Georgia, and South Carolina had dabbled in golf in the late 18th and early 19th centuries, the first round of golf in America is usually credited to a Scot named John Reid who played with

friends on a three-hole course in cow pasture in Yonkers, N. Y. early in 1888. Later that year Reid and his friends built a six-hole course and founded the St. Andrews Golf Club at Yonkers, the first permanent club in America. By 1890, 20 or more golf clubs dotted the Eastern seaboard, and in 1893 the first regulation 18-hole layout was constructed, in the West at Chicago.

The financial support of some of the nation's top industrialists such as Cornelius Vanderbilt and John Jacob Astor brought national prominence to the sport. In 1894 the U. S. Golf Association was established to provide codified rules of play based on St. Andrews standards; and a year later the first National Amateur Championship was held.

With the turn of the century, American golf graduated from its infancy. In 1900 there were over 1,000 courses in the United States, at least one in every state. Largely a male preserve, golf was confronted with the first all-women's country club in 1903. Soon those of both sexes who wanted to enjoy outdoor recreation and exercise, and had some leisure and money, flocked to the links.

Golf, during its first decades in America, was largely a game of the affluent classes. Golf courses cost around \$200,000 to construct in 1900, a considerable sum in those days. So golf clubs usually built lavish clubhouses complete with several bars—the now famous “19th hole”—and a multitude of social advantages that would attract the wealthy on whom the golf clubs depended for solvency. Nonetheless, especially after a Cleveland, Ohio golfer named Coburn Haskell developed a new rubber-cored ball (with the help of a chum named B. F. Goodrich), golf continued to gain in popularity, perhaps because of its snob appeal.

Golf in America became a truly popular sport with the arrival of a new era of able practitioners. Walter Travis, who had been playing the game only four years, became the first American to challenge the golfing supremacy of Scotland and England. From 1904 to 1908 he won three of the four American Amateur Championships over highly favored opponents from across the Atlantic. Names of the colorful era include Jerry Travers, a four-time win-

ner of the Amateur Championship, and Willie Anderson, who along with Bobby Jones and Ben Hogan became the only Americans to capture four U.S. Opens.

Perhaps the real landmark in the history of American golf was the 1913 U. S. Open Championship. It marked the beginning of a legacy that was later to be inherited by the most notable players of golf in America—Bobby Jones, Walter Hagen, Gene Sarazen, Ben Hogan, Sam Snead. The 1913 Open had some favored British contestants, including a huge walrus of a man named Ted Ray and a graceful swinger named Harry Vardon. Both of these fierce competitors were defeated by a rangy, unknown ex-caddy from Boston named Francis Ouimet. The unassuming Boston lad, according to Herbert Wind in his *Story of American Golf*, embodied the elements of a type of American hero, “the kid from the wrong side of the tracks who made good, and helped to make golf a truly national sport in America.” It was like Abe Lincoln making it to the Presidency.

The achievement of Ouimet, and that of other ex-caddies and dedicated golfers without aristocratic lineage, opened the doors to middle-class participation and even some lower class interest in this dignified game of plutocrats. Of note is that the infusion of persons from other portions of the game did little to alter the aristocratic rules and courtesies of the sport. Like tennis, the manners in golf have held relatively firm despite time and social changes.

**I**NTERCOLLEGIATE GOLF began in the 1890's when hearty collegians started to take up the game, then considered largely a sport for older men. Columbia men played their first recorded match in 1898, only a decade after the sport spread to America. The first linksmen to represent Columbia were members of an informal golf club drawn from all divisions of the University and captained by Leonidas Lawson '95C, '99 P&S. At the first intercollegiate championship, held at Ardsley, N. Y., in 1898, Columbia was narrowly defeated by a Yale squad led by John Reid Jr., the son of “the father of American golf.”

After the turn of the century golf continued to prosper on a club basis at

the University, and in the early 1900's, the team compiled respectable records in schedules that included the St. Andrews squad and those of the Nassau, Westchester, Oakland, and Apawamis Clubs, as well as several Eastern colleges.

But golf at Columbia declined during the latter part of the first decade of the 20th century. In 1912, however, it was revived under club auspices and the *New York Sun* reported that “President of the University, Nicholas Murray Butler, an avid devotee of the game, may play on the faculty team.”

Then in the years from 1918 to 1921 Columbia rocketed to national golf attention with the play of a team captained by A. Lucian Walker '21. (He died in 1956.) “Luke” Walker won the intercollegiate individual championship in 1919, and the team, ably supported by Martin Schreiber, a student at P&S and now a New York doctor, finished fourth in the team competition. In 1920 the Columbia team played against a highly competitive squad from Georgia Tech captained by a certain Robert Tyre “Bobby” Jones. One year later “Luke” Walker became the first Columbia golfer to receive a varsity award, a varsity “insignia,” as varsity “C” awards were granted only to major sports.

Although golf at Columbia has never been consistently strong, wavering from club to varsity status from time to time, it has produced some fine players and some exciting matches. With the impetus that Walker provided, the team continued to advance during the 1920's until 1926, when record books show it to have died almost entirely. For 20 years, from 1926 to 1946, the game lay dormant as a varsity activity, cropping up only occasionally, according to the College yearbook *Columbian*, as an intramural sport along with such sports as bowling, handball, and squash.

Two years after the armistice, however, in the spring of 1947, a group of Columbia College men got together to resuscitate a Columbia Golf Club and usher in a new era of Columbia golf. Led by Joseph Kennedy '50, son of then swimming coach Ed Kennedy, George Buchband and Bill Terminello, both '49, and Bob Lorenz '50, the new golf club finished the first season with a surprising 9-4 record. One year later,

due to the good response and immediate excellence of the new club, the golfers were granted varsity status and assigned a coach, Larry Pape. In 1948, with the addition of Les Daggett '51 at number one, Grant Dellabough '49, and Eddie Mallory '50 to the basic nucleus of the 1947 club, the team finished the season with an enviable 5-2 record. The gutsy new team promptly entered the Ivy League round robin championship and almost toppled the perennially strong Yale team, losing to the Eli only in a play-off.

In those days the team played home matches at Knollwood Country Club near White Plains, where General Eisenhower was a honorary member. They traveled in privately owned cars and, as Terminello recalls, "It was hectic. We played a schedule that included (in 1948) teams from Stevens Tech, Queens, and even the New York Police Academy, in addition to the Ivies. Not having a team budget provided by the University, we used to chip in for gas. In one dispute over money, Joe Kennedy threatened to drive up busy Broadway all the way to

White Plains to avoid highway tolls unless we shelled out."

In 1951 the Columbia varsity, (led by captain Les Daggett, and coached by Walt Bradley '50), brazenly captured the Eastern championship when Peter DeBlasio '51, the team's manager and not a regular golfer, won a 19th hole play-off victory over his opponent from Iona. With the graduation of this astonishing group of Columbia divotmen, however, golf again disappeared from the varsity record books.

In 1957, intercollegiate golf once again returned to Columbia under the tutelage of coach Jack Rohan '53. One year later, according to Assistant Director of Athletics Les Thompson, "due to renewed interest, the golf team was given varsity status." During the 1958 season the team had a weak 2-6 record, but schedules were arranged, Rockland Country Club was acquired, the first Florida trip was staged. Important traditions were set.

When John Toner, who also served as assistant football coach, took over as varsity coach of the golf team in 1959, the squad began to develop. One member, Jim Iverson '59, promptly

won the Metropolitan Championship. One year later a freshman team was added to prepare young players for the varsity. The 1962, 1964, and 1966 teams compiled winning records.

If the Columbia golfers have not compiled an impressive over-all record since they again became a varsity sport in 1958, they have at least established the game's longest continuous lifespan as a varsity sport at Columbia.

COLLEGE GOLF is now making a tremendous contribution to the national game. In the last decade, more and more professional golfers have come from college campuses and the last four winners of the National Amateur Championship have played for their college teams. According to the *Times*' Lincoln Werden, "In an affluent society in which a premium is placed on education, it is only natural that more and more top golfers should be developed on the nation's campuses. Arnold Palmer attended Wake Forest, while Jack Nicklaus played for Ohio State, to name only a couple. Many colleges now have well-developed golf programs with scholarships for golf, including the University of Florida and Houston. The trend set by these schools can only continue to grow."

There also seems to be a reversal in the tradition of the caddy who developed into a great golfer, practicing for hours when the course was not in use. "The top ranks of golfers today," says ex-golf coach Rohan, "come from golfing families. Boys get out on the links of the country club to which their parents belong and begin playing at an early age. High school golf teams have helped a lot, too, to add to the number of college players." Three of Columbia's top four golfers on the 1966 team came from country club families. Almost all were former high school players.

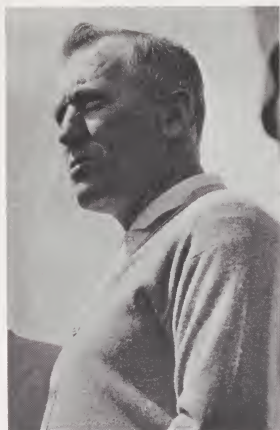
The Eastern golfer, and more specifically the Ivy golf team member, is often at a disadvantage compared to his counterparts about the nation. Coach Duval points out that "the Eastern golfer is automatically at a disadvantage because he cannot play throughout the year, but must wait until weather permits. Chipping balls into a net in the gym, or using a driving range do not really help."

For this reason there is a growing



1966 Captain Chuck Irish  
*It should be a fall sport, not a spring sport*





Hugh Rogers

John Toner, Coach 1959-65



Larry Mulvehill

Rick Duval, Coach 1967

*Not allowed to give advice during competition*

feeling among Eastern golfers, including Coach Duval and ex-Coach John Toner, that the E.I.G.A. golf season should be played in the fall instead of the spring. "The weather is still fine and the men have reached top summer form. In the spring neither the courses, the rainy weather, nor the players are at their best." So says Coach Duval. Although the plan has some advocates, it does not seem likely to be adopted, for a variety of reasons, in the near future.

Two other problems for Columbia and several other leading Eastern colleges are the coaching and the courses. Columbia's coaches have usually been young part-timers or coaches of other sports — like Rohan in basketball or Toner and Duval in football — who take golfing on as a second responsibility. And few colleges—Yale, Cornell, and Princeton are exceptions — have their own golf courses directly next to their campuses.

Coach Duval says, "Our arrangement with the Rockland Country Club is fairly good. We have the use of the greens on weekdays from April 1 to June 1. But we have difficulty getting weekend practice, when undergraduates have the most free time. And the course is 30 minutes away, which is a factor at an academically high-powered place like Columbia."

Despite some of these obstacles, numerous persons at Morningside feel that Columbia golf is about to make a great leap forward. One reason for the optimism is the avid and increasing support of the golfing alumni, young and old.

Each year since 1959 the golfing alumni have played the varsity in an annual match. The result has been a growing atmosphere of joshing, rivalry, and mutual support between the young alumni and the College players. According to Bill Terminello, now head of the Varsity C Club's golf section, the golf alumni have started in 1965 a Baffy Spoon Competition, a tournament open to all Columbia alumni at Homecoming in the fall. "We're the first college to make a golf tournament a regular part of homecoming activities."

Then too, alumni who never played golf at the College but do so now have begun rallying around by seeking out top young golfers and telling them about Columbia. In their golf tour to Florida this spring, for example, golf pro Jack Williamson '44, a club owner and coach at Daytona Beach Junior College, hosted the Columbia squad and gave them many helpful hints during their annual pre-season southern swing.

Last spring's squad was obviously hurt by the graduation of Chuck Irish

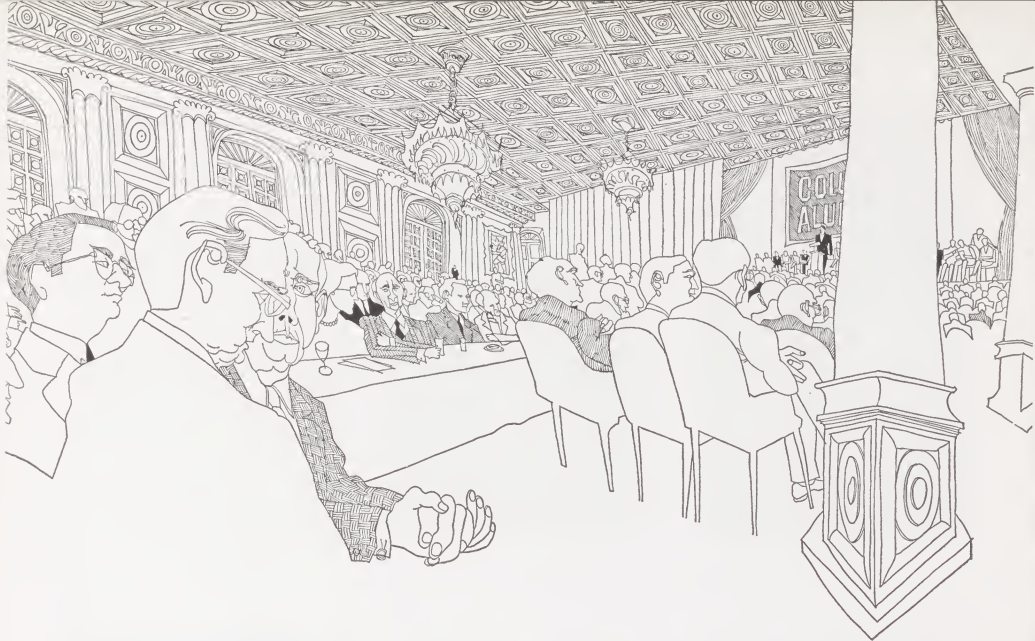
and Frank Newell, who could occasionally score in the 70's. The 1967 team had no one of quite that caliber, although seniors Nick Ribaudo and Geiger, juniors Bill Abodeely and Bob Siegel, and sophomores Bob Bly and George Dent came close. There is a freshman, Dave Garrett, who may be the most promising golfer to arrive on Morningside in several years. Only 18, he is already playing in the 70's from time to time.

But whether or not any of them achieve prominence soon, Columbia's student linksmen will spend most of the spring afternoons on a lovely terrain 35 miles from the campus playing a sport where good manners count more than good reflexes, where patience is a greater virtue than brute strength, and where the coach earns his salary by keeping out of the team's way.



Larry Mulvehill

JOHN WILLIAM HOLLOWELL was a senior in the College. At Columbia he has been a staff member of *Spectator*—he received a McKnight Journalism Award in his sophomore year—and the associate editor of its *Literary Supplement*. He has also tutored in the Citizenship Program. His major is English. He grew up in California's San Fernando Valley and at his high school in Los Angeles was valedictorian, editor of the school paper, and a varsity basketball player. This year he will be a Peace Corps volunteer in the Ivory Coast in Africa. About golf, he says, "I have played a couple of times—in the high 120's."



## Talk of the Alumni

### *A Vintage Year*

THE ACADEMIC YEAR 1966-67 may go down in the books as the year of the alumni. Not since the Bicentennial celebrations of 1954, perhaps, have the College's graduates rallied around Alma Mater in such numbers and with such force.

Take the mail, for instance. Seldom in recent years have so many alumni taken the time to write to Dean Truman and President Kirk. Hundreds of letters were sent to both about a seeming myriad of subjects: fund-raising, athletics, leftist violence on the campus, the cancellation of the NROTC annual review, admissions, curriculum changes, the draft, faculty salaries, even campus landscaping.

Or take Dean's Day last February 11, which was smoothly run by chairman Arnold Saltzman '36 and was attended by a record 1,450 persons—one alumnus from every class between 1909 and 1966.

The College's Alumni Association, run with new-found vigor by President Henry King '48 and Executive Director Max Lovell '23, increased its membership to over 7,500 paid members. In the past year it had 135 College alumni active on 14 committees, handled over one-quarter million pieces of mail for the classes, initiated an Undergraduate Merit Award for "outstanding undergraduate achievement" which brings "credit to Alma Mater" (first recipient: Columbia's undefeated College Bowl Team), and began an informative occasional newsletter to all alumni, among other things.

The College's Annual Fund, which closed on June 30 and was chaired by Arthur Krim '30, had over 9,000 donors and topped the \$1 million mark by \$170,000, despite the new University capital campaign launched last fall. The John Jay Associates added 101 new members to its elite list of regular substantial contributors, raising the

total to a record 835.

Nearly twice as many College graduates as in the past assisted the Admissions Office in locating, talking with, interviewing, and assisting the nation's top students for the College. It resulted in a record crop of 3,424 young intellectuals, scholar-athletes, musicians, scientists, and leaders applying to Columbia.

Around the nation, and even in London, Paris, Brussels, and Honolulu, College alumni supported, helped organize, and attended faculty lectures in the provinces and abroad in the extremely successful National Alumni Program. Directed skillfully from the campus by Hal Emerson '50, the program has become the finest, largest of its kind in the country.

And, perhaps most crucial and indicative of all, hundreds of prominent College alumni have rallied to lead portions or regional efforts of the mammoth \$200 million capital fund cam-

paign—a life and death solicitation by Columbia to uphold its lofty academic standards in a period of increasing financial burdens. “If I had any doubts about the centrality and value of the College in the University, they are now gone forever,” President Kirk is reported to have said. Over 90 percent of the key, hard-working volunteer fund-raisers for the University campaign are College alumni, although the College comprises only 2,700 of Columbia’s 15,000 students, or 18 percent.

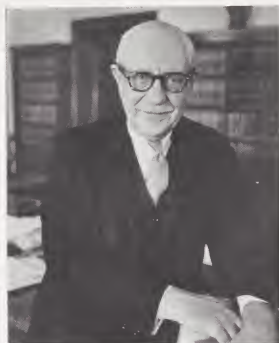
### Lord of the Manor

WHENEVER summer approaches, we think of Robert David Lion Gardiner ’34, millionaire and 16th lord of Gardiner’s Island, off the tip of Long Island. The island, which is 3,300 rolling acres of wilderness, lemon beaches, and wind-brushed fields, was bought by his ancestor, Lion Gardiner, from the Montauket Indians shortly after he came to the new world in 1635. Soon after that, Charles I made him

lord of the manor. Robert Gardiner today uses the island as a personal playground, commuting to it from his East Hampton mansion.

The government would love to acquire the primitive, unspoiled island, which still has wild turkeys, deer, ospreys, pheasants, and the largest stand of white oaks left in North America. But Gardiner has felt that it ought to remain in family hands.

Gardiner, who was active in Delta Phi fraternity in the College, is somewhat of a maverick for a Social Register member and an authentic landed aristocrat. He’s a Democrat. He is actively entrepreneurial as a land developer and owner of such things as the Gardiner Manor Shopping Center in Bay Shore. And, his boat’s flag is a red skull and crossbones on a yellow ground. “I wouldn’t have anything else,” Gardiner recently told a newspaperwoman. “Captain Kidd left his treasure with Lord Lion Gardiner, the original Lion’s grandson. Everything was returned apparently—except six diamonds.”



Trustee Bryan '25  
*Intellectual raconteur*

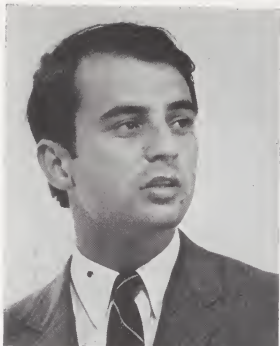
### New Trustee

FREDERICK VAN PELT BRYAN '25 has been elected a Life Trustee of Columbia University. The distinguished Federal Judge, who is also a raconteur of note, an open-minded intellectual, and an intensely loyal Columbian, pre-

The Class of 1917 at Commencement, 1967  
*The voices are louder, the action greater*







David Prowden

**Alex Stoia**  
*Business mind with taste*

viously had served for six years an Alumni Trustee.

Born in Brooklyn, Judge Bryan led an active undergraduate life at Morningside: captain of the debating team, varsity crew, Student Board leader, and Sophomore Show dramatist. He has worked as corporation counsel under Mayor La Guardia, a colonel in the Army Air Force, a leading trial attorney, and has been honored by Columbia with numerous awards, including the Alumni Medal.

### **Great Glasses!**

ONE OF THE handsomest things that we have seen manufactured for alumni in years is a superb new glass with a Columbia crown on it. The glass is of delicately convex-shaped hand-blown lead crystal with the medallion impressed in a softly-tinted blue. No giant C's or rampaging lions. The glass is distinctive, in quiet good taste, an unobtrusively stunning object.

It is a product of the imaginative mind of Alexander Stoia, director of Student Placement and chief of the rapidly expanding Student Agencies. (So talented is Stoia that the 29-year-old has just been named assistant director of the University's budget.) The Agencies are small businesses run by the College students themselves. The glasses, which come in two sizes, 9-ounce and 15-ounce, and sell for \$12.00 the half dozen, can be purchased from the Columbia Student Agencies, 617 West 115th Street, New York City 10027. Every alumnus should have a set.



**New Columbia glasses**  
*Stunning objects*

### **For the Helpful**

IN THE LAST ISSUE we printed a story about the College's remarkable Citizenship Council. Several alumni called or wrote to ask how they could help the College students, who are doing skillful volunteer work in a range of areas from Harlem to Washington, D.C. We spoke to Jay Dobkin '68, the new chairman of the Council, and he

informed us, "We certainly could use more money for our numerous projects." He urged that alumni interested in supporting the College's huge social work and community efforts send their checks to: Columbia College Citizenship Council, 311 Ferris Booth Hall, Columbia University, New York, N.Y. 10027.

### **Shoes and Song**

WHEN DONALD D. SELIGMAN '42 got out of the Marine Corps in 1945 after three years of grueling military duty he went to work for the James McCreery department store in New York as a shoe buyer. Today, 22 years later, he owns a small string of shoe salons that some people think are the most exciting retail stores of their kind in the nation.

Seligman, who still wears his College ring, is the owner of the Shop for Pappagallo at 11 East 54th Street in New York. Not only is the women's shop an unusually handsome salon, but it employs as clerks some of New York's finest young singers, actresses, dancers, and musicians, and holds evening concerts in the salon to give the girls some



**Concert at Pappagallo's**  
*Commerce could do more for art*

exposure and experience. We called on Seligman, who is a 6'3", 210 lb. man, greying slightly at the temples, and a very modest, cordial, easy-going cross between Burt Lancaster and Jimmy Stewart. One of his poised young ladies, wearing a pink smock, handed us a white, finely shaped cup of Colombian coffee, and fetched Mr. Seligman.

"I had worked as a shoe buyer for 13 years in McCreery, Lord & Taylor, and Delman, before deciding to open my own store in 1958. I had thought it out carefully. Pappagallo, the Italian firm, I knew manufactured very well-made shoes, mostly of soft comfortable leather, of a fashionable but classic style. I felt that women's shoe salons were very cold, unpleasant places and that what was needed was a store with a lovely setting. So I found some backers—classmates Gerald Green and Jack Arbolino among them—and opened the shop. For a small business to exist in a day of corporate giants, you must have a powerful concrete identity. Therefore, we sold no slippers, overshoes, or loafers, only Pappagallo's best, and handbags, gloves, and hats to match. We got Evelyn Tash to design the shop with antiques, flowers, thick rugs, and a hint of the Renaissance, and Reba Sochis, who has won many awards for graphic design, did a striking shopping bag for us. It was a revolution. No one had ever sold just one manufacturer's shoe in such surroundings. People told us that buying shoes in our shop was a real experience."

We noticed that one rear wall in the shop was full of personal notices, letters, and debutante wedding announcements from customers who obviously regarded the shop as a kind of social club. The shop does no advertising.

"Now there are 40 Pappagallo shops in America; but I own only five of them. But the New York shop is the only one with the special salesgirls. The girls are great. Many of them are college grads, most come from all over the country. They study voice, acting, or violin and work for me two or three days a week. They scrape, audition, and practice endlessly to become top artists. I have a sound-proofed rehearsal room with a piano in the basement for them. Every once in a while one of them gets a big Broadway role or a concert tour, and

then we all celebrate. They are occasionally a headache, but they are all superior, wonderful people.

"Several years ago I decided to introduce them to the city by having concerts on Monday evenings in the store. There's no charge for admission. The nicest people come. New York stores take so much, and get so much, from the city; I feel they should give something back. Drive down Park Avenue at night and look at all the beautiful buildings that are dark, unused. Some of them have neat art exhibits and the like during the daytime, but that's not when most people can benefit from them. I feel we need a whole new relationship between business and culture, especially at night, when a lot of handsome, open, commercial space goes to waste. In 1964 we rented Carnegie Recital Hall for three nights for several of our most gifted girls. This season, 1967-68, I have booked 15 nights for them."

We commented that he looked very relaxed and happy. Seligman replied, "Why not? It's a fine, human-size business, with a minimum of paperwork, in lovely surroundings. The customers, most of them anyway, are wonderful, and the help is marvelous. There's a waiting list to work for me." We got up from our suede-covered chair and left, feeling happy too.

### *Gone, gone*

**L**ANGLSTON HUGHES is dead. He died this spring after an extraordinarily



Langston Hughes '25  
*An authentic great*

Are you  
a member  
of the  
College's  
Alumni  
Association?

productive career as a poet, essayist, playwright, and historian. He was an authentic Negro genius.

Columbia can't claim him, perhaps, as a real son. He spent only one year at the College. But it is nice to think that maybe a shred of his greatness at least was formed on Morningside.

He was born in Joplin, Missouri in 1902. After high school in Cleveland, he spent a year in Mexico, traveling and writing. Then he came to the College in 1921, the only Negro in the Class of 1925. After a year in Hartley Hall, a B average except for math, and some heart-to-heart talks with his faculty adviser, philosopher John Herman Randall '18, he jumped on a freighter to Africa to write poetry and explore his people's origins. He graduated college much later, in 1929, from predominantly Negro Lincoln University.

Hughes lived most of his life in Harlem. Though he won a Guggenheim Fellowship in 1935, a Rosenwald Fellowship in 1940, and an American Academy of Arts and Letters Grant in 1947, he was never honored by Columbia. Several undergraduates have suggested a Langston Hughes prize room in Hartley Hall, a Hughes scholarship, or even a Hughes chair in history or literature. Full son of Columbia or not, he deserves something like that.



ABOUT 60 MILES north of New York City, high on a ridge three miles from the eastern shore of the Hudson River, east of Rhinebeck, New York, there are a large 200-year-old white house and a small red barn that once belonged to Robert Livingston, the colonial leader. The house is not in the best of condition and the barn's roof is sagging. Flanking these old buildings are two newer ones, but they are rather plain and only partially landscaped with petunias and various con-

ifers. In the center of the quadrangle are huge old elms and locusts. The scene, despite a trout stream nearby and the marvelous view of the surrounding woods, is not imposing.

During any July and August, however, you are likely to find a group of teen-age boys from Thailand, Vermont, Bolivia, New York, Nigeria, and Utah, seated under a catalpa tree animatedly discussing the Vietnam situation, Freud's theory of dreams, e. e. cummings' poetry, the concept of elec-

tro-magnetism, or the art of fencing. At lunch in the old main house you might hear a boy from Turkey telling his tablemates from Pittsburgh, Malaysia, Greece, Brooklyn, and Kentucky about a new organization he has founded to help his fellow-campers — Love, Inc. "We will write love poetry for your girl friends or advise you on how to break off a romance gracefully. It's a complete service for a very modest charge." In the afternoon you could encounter a group, led by a boy from Finland, con-





George Jonas '19

structing a Sauna bath cabin on the bank of the trout stream; a boy from Denmark directing the rebuilding of the stage of an outdoor theatre not far away; a boy from Japan making a rock garden outside; and three boys from Norway, France, and Texas trying to smooth out an uneven tennis court. After dinner there might be a recital by two pianists, a boy from Harlem (a finalist in a U. S. national competition) and a boy from Mexico; or a rehearsal of the play *H.M.S. Pinafore*, which is

# Freddie's Unusual Summer Place

*For 37 years a College alumnus has run a remarkable school-camp so well that it has begun to attract State Department interest and achieve an international reputation.*

being staged for a local charity; or a ping-pong tournament with a boy from Iran besting a boy from Sweden in the finals; or a campfire with several counselors and campers informing everyone assembled what they have found to be most important in life.

The last one to speak at every Saturday night campfire, or Council, is a gentle white-haired 69-year-old man called "Freddie" by everyone. Freddie might talk about the importance of giving to others, or the merits of silent

meditation, or the difficulty of defining "success" in our world, or the tension between developing the ability to think and the ability to feel. He always speaks briefly and personally; there is nothing sermonic in his or any of the other talks. The Council talks are merely exchanges of private feelings, insights, thoughts, and lessons learned. One counselor said, "When I first came here I dreaded the idea of more of that corny Indian campfire stuff, but the Councils here are amazing. After they

are over, the boys sit around on blankets until 1 A.M. discussing the talks like gradde students at a seminar."

"Freddie" is George Edward Jonas '19, the founder of this unique summer camp, called Rising Sun. "We purposely try to keep the camp as physically plain as possible," says Mr. Jonas. "The boys still sleep in 14 tents on the top of the hill. But we try to make life here as rich and varied as possible. We reverse what seems to be the direction of the world — increasing physical comforts and decreasing depth, diversity, and quality of life. The wealth of each nation is in its people, not its machines or resources. Oil in the ground is useless unless there are men with brains to extract it and men of good will to use it well. You see, we are not really a camp at all, but a summer school for living. Rising Sun is a tiny workshop for developing better individuals for our world. I have no illusions about our ability to change the world, even in the smallest way. All we try to do is to provide the opportunity for a very few bright, ambitious youngsters of high character — future leaders — to broaden their outlook, internationally and culturally, stimulate their intellects and imagination, and strengthen their readiness to help others. When some of them turn out to be splendid surgeons, professors, engineers, artists, political leaders, or enlightened businessmen, and they try to spread the idea of service to others, we are pleased."

The camp has never advertised or sought publicity. Mr. Jonas and a committee of alumni quietly look for boys between 14 and 18 years of age from 70 schools in New York State through various educational leaders, teachers, and headmasters around the country, and several government ministries abroad. Mr. Jonas travels all over America and abroad several months each year in search of them. The camp is called "a scholarship camp" because virtually every student there is on at least a partial scholarship, and more than half are on full scholarships. "We find the finest boys we can, then ask their parents to contribute whatever they can," says Mr. Jonas. One Nigerian boy, recommended by the American ambassador to Nigeria, is one of 11 children; a boy from the Philippines is one of six children and the son

of a laborer. Since each boy is prohibited from bringing more than the most basic clothing to camp (even radios are forbidden), the poorer boys are indistinguishable from those boys from prep schools or prominent families abroad. As one alumnus of the camp said, "At Rising Sun, the only differences are those of personality, strength of character, and individual abilities."

The alumni, who now number over 1400, are very active in the work of the camp. Those in Japan, France, Norway, and some other countries interview the prospective campers from their nations. (The rest of the boys from abroad are chosen by the ministries of education in their countries.) All the New York students are screened by alumni in New York.

The alumni are a most unusual group. Over two-thirds of them write to Mr. Jonas, or Freddie, at least once a year. During any week-end three to six of them will visit the camp. "We're so close and loyal to Freddie because his camp is based on an idea, a great purpose," said one of them. About 100 of the alumni meet every year after Christmas for a dinner at the Columbia University Faculty Club. Nearly a dozen of them have offered to give up their careers to help Freddie full-time with the camp.

Mr. Jonas remembers nearly every camper and can relate affectionate anecdotes about them. He also recalls the jokes or criticisms by each boy about himself or the camp. One of his stories is about the enthusiastic visitor who offered to install, at his own cost, a public address system at the camp. Mr. Jonas, who still has his bed in his plain, wooden office and who allows no newspapers except *The New York Times* to be delivered to the camp daily, softly vetoed the idea. The visitor, slightly piqued, asked him if he were going abroad again this year. Mr. Jonas said yes. "How are you going, Freddie, by canoe?"

The camp had 58 boys last year: 20 "B.F.A.'s," or boys from abroad, only one from each country; 11 "B.F.W.'s," or boys from the West (Minnesota, Utah, etc.); and 27 New Yorkers, about two-thirds from New York City and the rest from upstate. Mr. Jonas has great pressure on him to expand this number, which is the largest ever.

The U. S. State Department, which now pays for the round-trip fares of five of the B.F.A.'s, would like to see more of them. But Mr. Jonas feels that it is essential that the camp be small enough "so that each boy gets to know every other boy and that the counselors and I get to know all of them as well." One area that Mr. Jonas feels has been under-represented is the South, and he has tried to remedy this. Last year there were campers from North and South Carolina and Mississippi at Rising Sun.

When Mr. Jonas and his camp's alumni select new campers, they look for, above all, character. "All of our boys are bright, a few border on genius, but this is not a prerequisite, not a determining factor. I'd say ambition and goodness of heart are the key qualities. We want boys who are eager to make their lives valuable ones and who also want to help their fellow human beings." For Mr. Jonas, the greatest happiness derives from having a purpose in life. "The most important word in every language is 'why,'" he maintains.

THE ORGANIZATION of George Jonas' summer school for living is a delicate combination of the carefully directed and the marvelously free. The basic program and daily schedule are products of thoughtful deliberations. Each boy must change tents every two weeks, and his dining table every week. There is a theatrical production each summer during the first month in which everyone is expected to participate. This is to unite the campers behind some common enterprise early. The boys have to do their own laundry, wash the dishes after each meal, take turns at cleaning up one part of the camp daily, put out a newspaper weekly, and run the camp with six Sachems selected each week by the counselors.

The camp's daily schedule calls for everyone to rise at 7:00, breakfast at 7:30, clean up his tent and do chores until 9:30, participate in an instruction period until 10:45, and enjoy a free period until lunch at 12:00. After lunch there is a rest period in the tents until 3:00, then a construction period until 4:30, when each boy works on some project for the camp. Says Mr.

Jonas, "In the morning the camp gives them something during instruction period; in the afternoon they give the camp something back in construction period." Says one alumnus, "One reason most of us feel so permanently attached to Rising Sun is that all of us helped build or improve something there." Each room in the camp is decorated by camper-made Egyptian tapestries, Ceylonese paintings, lamps, butterfly collections, rugs, and the like. From 4:30 to 5:30 there is swimming in a nearby pond, or athletics. One or more small groups are always out of camp for several days on a canoe trip, a mountain climb, or a music trip to Tanglewood.

Despite this tight schedule, however, each boy is free to do what he wishes. "No one is required to do anything," says Mr. Jonas, "and we never pay too much attention to where each boy is." Some boys occasionally spend all day dissecting an animal, arguing with a tentmate, writing a short story, or thinking under a tree about what they want to be when they grow up.

Introspection is a frequent and highly encouraged activity there.

A fundamental principle of Rising Sun is that, within the rules and schedule of the camp, the boys themselves run the camp. The eight counselors, mostly Ivy League undergraduate and graduate students, are there to guide and assist the boys, but never to direct them, except in the rare cases when safety or health is involved. Even then, they may only re-direct the boys. When, for example, two Zionists from New York started baiting an Egyptian lad, a counselor merely arranged a more ordered forum and discussion of the Arab-Israeli problem.

Mr. Jonas often refers to himself as "only the janitor" of Rising Sun. According to Mr. Jonas, "Initiative, maturity, and willingness to assume responsibility — genuine leadership — can be developed, but you have to provide many opportunities and much encouragement. Especially, you have to be willing to accept mistakes, clumsiness, and screwball ideas now and then from the boys. Mind you, we are not

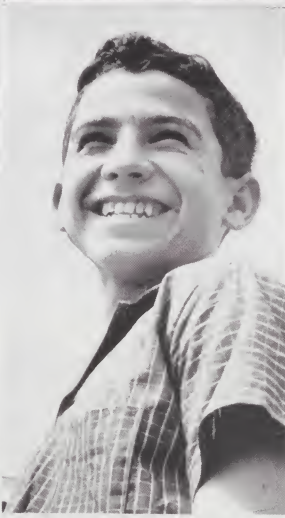
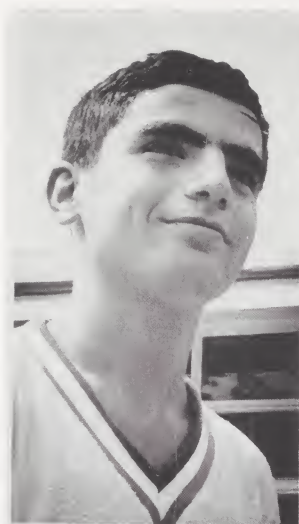
a permissive, progressive place. In fact, I feel that too many parents today are too permissive in that they fail to instill values and a quest for purpose in their children. We do firmly believe that to develop leadership we have to extend maximum freedom within our special framework, but the framework presupposes some very particular values such as friendship, international understanding, service to others, intelligence, individuality, and joy and fun in life."

The joy of life is evident not only in the faces of the boys, but in the names around the camp. The boys' tents are called by such names as Buckingham Palace, Igloo, Noah's Ark, Wild Cat's Den, Hades, Illimani (one of the highest peaks in South America), Valhalla, and, the newest, Casino Royale. A place in the woods where some campers sleep outdoors on pleasant nights is called Birnam Wood. The free time before lunch is known as Ecclesiastes ("there is a . . . time for every matter under Heaven"). The main toilet house is dubbed Kill Van Willem Huis, called

Building an outdoor theatre at Rising Sun  
*The idea is to reverse the direction of the world*







*Rising Sun campers: from (top) Iran, England, (bottom) Nigeria, and Jal al Batan. They built Sauna baths and rock gardens, played ping-pong and H.M.S. Pinafore, and organized Love, Inc.*

didn't want girls because the idea could be misconstrued"), one that would help develop them into even better people for the world. Every adult he talked to thought it was a utopian, foolish idea, but most of the boys he talked with thought it was an exciting idea. "So I went ahead," says Mr. Jonas. "That I knew nothing whatsoever about summer camps turned out to be a real help to us in founding the place because it freed us from all the cliches." In 1929 he established the Louis August Jonas Foundation in honor of his father to provide scholarship funds, discovered the old Livingston house near Rhinebeck, and in 1930 he opened the camp with 17 boys from New York. Four years later he brought in the first B.F.A., from England, and soon after, the boys from around the nation.

Mr. Jonas refuses to talk except in the most sketchy terms about his own life outside of the work he does with Camp Rising Sun. This is not surprising since he has devoted a major portion of his life to the camp. About the camp or the boys it has had over the past 36 years, he is very informative and often amusing. Humor is something he both relishes and cultivates. He is constantly twitting the campers, telling them preposterous tales with a straight face, and relating the funny things that he and people he knows have done. When one boy from Japan was too shy to talk to anybody or laugh at anything, Mr. Jonas asked the boy, who loved photography, if he would photograph his (Mr. Jonas') little finger "which at least two experts have said is the most beautiful in the world." The Japanese boy was puzzled for two days by the request and by Mr. Jonas' remark about his rather ordinary little finger; but finally he concluded it was

"Willy" by all the Rising Sun campers.

**G**EORGE EDWARD JONAS was born on December 22, 1897, of well-to-do parents in New York. His father died when he was only 16. After study at Columbia College, which was inter-

rupted by military service in World War I, he took over his father's prosperous hat manufacturing concern, and remained as president until 1955. In 1928, at the age of 30, he got the idea of starting a summer camp for outstanding boys ("Being a bachelor, I

a joke. He laughed, became friendly with "Freddie," and soon after, with many other boys. (Mr. Jonas' name, Freddie, was given him in the first year of camp when he thought that Mr. Jonas was formal and George was too familiar. One boy selected Freddie in a moment of glee, and it has stuck.)

To Mr. Jonas, the period in a boy's life from 14 to 18 is a crucial one. "It's at that time that a person begins trying consciously to shape his own life, to achieve a bit of distinction and individuality, to work out a purpose for living. Parents can't be too helpful then because they are the adults the boy is trying to break away from. At no other point in life, I believe, are outside adult guidance and peer-group acquaintances so crucial. With understanding adults outside the immediate family and the right kind of friends at this stage, a boy can learn to stretch far. He can become the kind of man we are interested in having him become."

CAMP RISING SUN is not without its problems. For one, it seems to be getting harder to find the kind of counselors that the camp requires. As one former counselor, an alumnus of the camp, complained, "The camp needs mature, committed young men who believe that developing better people is the most important thing in the world. In our leisure-filled, cool world dedicated to producing and consum-

ing more material things, these young men are getting to be scarce. Why, many of the professors of our college-age counselors claim that they have no responsibility at all for the lives and values of their students, but only for the information and techniques they should master. Where are young men today taught to examine values? Learning is becoming something necessary for a good job, like typing or arithmetic, and not a lifetime process of understanding the world and yourself." But another alumnus said, "The Peace Corps has shown that there are plenty of fine young men around, ready to teach and serve others. The fact is that Rising Sun has never sought excellent counselors as diligently as it has sought excellent campers."

Another problem is that of perpetuating the camp after George Jonas retires or dies. Said one impassioned camper, "It must go on. It's probably one of the best programs in the world for young people!" One member of the camp's board of directors, which consists of six alumni and Mr. Jonas, noted, "We've got to keep it going. But how do you perpetuate Freddie's love and concern?" He added, "We'll find a way. The world needs sparks of good will to keep warmth and friendship in it."

That Rising Sun is an unusual summer place is the testimony of every camper who has been there. Christopher Angus, a 16-year-old resident of

Twickenham, England, and son of a Ministry of Defense official, who wrote a witty column in the Rising Sun newspaper, said, "Here all pretense and non-essentials are missing. Everything seems set up to stimulate you to act more intelligently, more independently, more usefully." Herbert Mayne, a huge 15-year-old native of Albany, New York, called "Horse" by his campers, said, "The camp has changed my view of people. Once you meet really nice guys from Malaysia or Italy telling you things as if they were your next-door neighbors, you begin to see how alike, under the differences, all persons are."

Kelley Snodgrass, 20, one of the few two-year campers and now a counselor, says, "Rising Sun has changed my whole life. I mean it. Four years ago I was determined to be a concert trombonist. I was rather unimaginative and afraid to try new things. The counselors gave me the lead in a play although I had never acted before. I worked hard and pulled it off. Then I edited the newspaper, made friends with fellows from all over, and spoke at Council. Now I am interested in all sorts of things as well as music and I have confidence, and even daring. I am at Columbia College and studying liberal arts and really exploring things."

Like Kelley Snodgrass, hundreds of Rising Sun campers have come to Columbia since 1930. (Harvard and M.I.T. are the next most popular.) Harry Coleman '46, the College's Director of Admissions, has repeatedly noted that Rising Sun alumni are among the finest young men on campus in any year. Director George Jonas '19 doesn't urge Columbia on the boys, but many campers find Columbia's unusual liberal arts program with its emphasis on the study of the Western heritage and its values, and its bright, inquisitive, eager, young men from many backgrounds and places, a powerful attraction after a summer at Rising Sun.

Former camp director George Packard, a witty Bowdoin graduate who has taught English at the Milbrook School and is now head of the English department at Princeton Day School, remarked, while looking from his porch at the camp, "Give me 10,000 boys like these campers and I could change the world. All of us owe men like Freddie more than we ever realize."

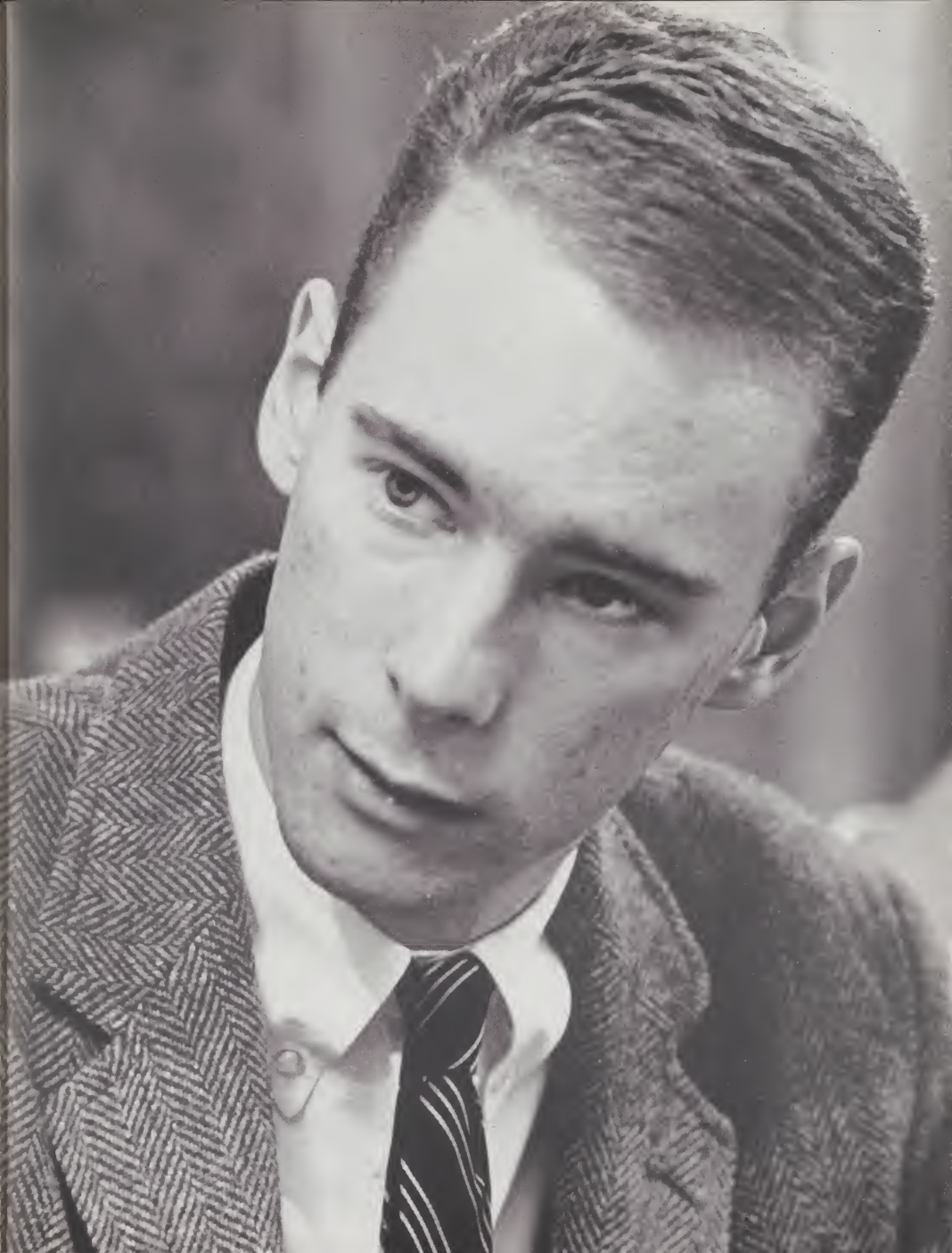


Freddie addressing the campers  
A boy's life from 14 to 18 is crucial

Columbia's greatness  
depends on  
you.

Help  
all you can in the  
\$200 million  
Capital Campaign







D. Armstrong '09 L. Covelio '11 D. Cort '24 A. Fisher '26 F. Steegmuller '27 J. Wood '27 I. Freeman '28 E. Ginzberg '31

**THE RELUCTANT WARRIORS** by Gen. Donald Armstrong '09, which treats the third and last Punic War (149-146 B.C.), is sympathetic to the peace-loving Carthaginians in their fight against annihilation by militaristic Rome, which employed every cold-war device from a proxy power to propaganda and psychological warfare to defeat Carthage. (Thomas Y. Crowell, \$5.95)

**THE SOCIAL BACKGROUND OF THE ITALO-AMERICAN CHILD: A STUDY OF THE SOUTHERN ITALIAN MORES AND THEIR EFFECT ON THE SCHOOL SITUATION IN ITALY AND AMERICA** by Leonard Covelio '11, ed. with an introduction by Francesco Cordasco '44, is the first in-depth study of the acculturation of a minority's children and of ethnic influences on the American school, in the context of poverty. (E. J. Brill [Leiden, Netherlands], 60 guilders)

**THE GLOSSY RATS** by David Cort '24 is a potpourri of essays by a modern-day Montaigne who has been labeled "the world's most opinionated man." With irreverence and wit, he attempts to describe the What-Is in over 50 pieces ranging from "Madison Avenue Foreign Policy" to "The Net Worth of Statesmen (in millions of dollars)." (Grosset & Dunlap, \$5.00)

**CONTACT DERMATITIS** by Alexander A. Fisher, M.D., '26, describes more than 900 substances and materials and the skin irritations and allergies they cause, telling how to diagnose, treat, and prevent them. (Lea & Febiger, \$15.00)

**GUSTAVE FLAUBERT: INTIMATE NOTEBOOK, 1840-1841**, trans. with notes and an introduction by Francis Steegmuller '27, is a never-before-published diary which offers a candid portrait of the novelist as a sensitive, imaginative, and highly romantic young man of 18, and casts light on the origin of themes found in his later works. (Doubleday, \$4.00)

**THE MAN WITH TWO COUNTRIES** by James Playsted Wood '27, set in Ireland during the rebellion of the Great O'Neill in the 1590s, is the tale of a young man of English and Irish parentage whose allegiance is torn between the two embattled countries, showing how "right" in war is often determined by the blood in a man's veins. For Ages 12 to 16. (Seabury, \$3.95)

**WHEN I WAS JERSEY** by James Playsted Wood '27 is a yarn about Amer., who, tired of being asked what he wants to be when he grows up, answers, "A cow!"; about his unconventional artist aunt, who takes him seriously and calls him Jersey; and about their adventures together. For Ages 10 and up. (Pantheon, \$3.50)

**CAREERS AND OPPORTUNITIES IN JOURNALISM** by Ira Henry Freeman '28 and Beatrice O. Freeman describes a profession which today offers opportunities in media ranging from television to small-town weeklies, providing an enthusiastic but realistic guide for anyone interested in news coverage as a career. (E. P. Dutton, \$4.95)

**EDUCATED AMERICAN WOMEN: SELF-PORTRAITS** by Eli Ginzberg '31 and Alice M. Yohalem contains the life histories of 26 women—housewives and career women, married and unmarried—who attended graduate school 15 to 20 years ago and who tell in their own words about subjects that concern them. (Columbia, \$5.95)

**MORE ABOUT THIS BUSINESS OF MUSIC** by Sidney Shemel '33 and M. William Kraslovsky, a companion to *This Business of Music*, is a guide to the practical aspects and legal complexities of four major areas of the music-record industry not covered in the first volume: serious music; background music and transcriptions; production and sale of printed music; and tape cartridges. (Billboard, \$6.95)

**BERRYMAN'S SONNETS** by John Berryman '36 is a sequence of 115 Petrarchan sonnets written years ago, the poet tells us, "for an excellent lady, wit whom he was in wuv," and here published for the first time. These well-wrought poems, addressed to his mistress Lise, mark moments in the "knock-down-and-drag-out-love" of two spirited people. (Farrar, Straus and Giroux, \$4.95)

**THE NEW GENETICS** by Leonard Engel '36, published posthumously, is an excellent report on the past 20 years of research in biochemistry. (Doubleday, \$5.95)

**AMERICAN MAPS AND MAP MAKERS OF THE REVOLUTION** by Peter J. Guthorn '38 is a unique compilation of over 500 maps of the American Revolution from Lexington to Yorktown, all by officers in the American army and many of which have never before been catalogued. (Philip Freneau Press, \$6.95)

## Alumni

**SPIES, DUPES & DIPLOMATS** by Ralph de Toledano '38 develops the thesis that well-planned Communist espionage and infiltration, combined with inadequate security and political sensibility on the part of American policy makers, made possible a Communist takeover of China between 1945 and 1950, setting the stage for America's subsequent difficulties in the Far East. (Arlington House, \$5.00)

**INDICATIONS FOR PSYCHOANALYSIS AND THE PLACE OF THE DREAM IN CLINICAL PSYCHOANALYSIS** by Herbert F. Waldhorn, M.D., '39, are reports of professional study-group discussions at the New York Psychoanalytic Institute. The first sets forth criteria for determining whether a patient should undergo analysis; the second discusses whether the dream is of different significance from other communications made by the patient during analysis. (International Universities Press, \$3.00)

**THE RESTLESS QUEST OF MODERN MAN** by William Graham Cole '40 knowledgeably discusses the dilemma of modern man, a creature who cannot live alone and without values but who feels isolated and alienated because he can find no meaning in the isms proffered him. The author suggests a source of meaning and community that does not compromise man's intellect or individuality. (Oxford, \$3.50)

**ARITHMETIC FOR BILLY GOATS** by Donald Barr '41 tells how a young goat, William Gruff, invents a method of counting to keep track of his share of corncobs, thereby amusingly but lucidly illustrating the arbitrary nature of our ten-digit (or ten-fingered!) counting system, and the differences between it and the binary (two-hoofed!) arithmetic used by computers. (Harcourt, Brace & World, \$3.50)

**NO: THE CLASSICAL THEATRE OF JAPAN** by Donald Keene '42 comprehensively describes every aspect of the aristocratic, almost ritual, art of No, down to the making of the masks. Special features of this book include 197 pages of photographs and a photo-sheet of music from a characteristic play. (Kodansha International, Ltd., \$27.50)

S. Shemel '33 J. Berryman '36 P. Guthorn '38 H. Waldhorn '39 R. deToledano '38 W. Cole '40 D. Barr '41 D. Keene '42





M. Meyerson '42 J. Kerouac '44 F. Cordasco '44 C. Totten '44 H. Gold '46 D. Hoffman '47 J. Hollander '50 M. Belshaw '51

## Authors

**BOSTON: THE JOB AHEAD** by *Martin Meyerson* '42 and Edward Banfield considers city planning with the belief that the American metropolis is a great achievement rather than a catastrophe, "if judged from its success in giving scores of millions of people what they want." (Harvard, \$3.95)

**SATORI IN PARIS** by *Jack Kerouac* '44 is an episodic account of the author's 10-day visit to Paris and Brittany to trace his name (Jean-Louis Lebris de K  rouac), during which he received "an illumination of some kind"—or *satori*, as the Japanese say. (Grove Press, \$3.95)

**THE SOCIAL DEMOCRATIC MOVEMENT IN PREWAR JAPAN** by *George Oakley Totten, III*, '44, traces the ups and downs of Japan's several proletarian parties from their formation in the 1920s until World War II, discussing the movement's ideological orientations, sources of support, and policies and tactics. (Yale, \$12.50)

**SOCIALIST PARTIES IN POSTWAR JAPAN** by Allan B. Cole, *George O. Totten* '44, and Cecil H. Ueyehara is a comprehensive study of this important Japanese political force since 1947. (Yale, \$12.50)

**FATHERS** by *Herbert Gold* '46 is "a novel in the form of a memoir" and vice-versa, an American family story which has at its center the practical and vital Russian immigrant who was Gold's father. (Random House, \$5.95)

**BARBAROUS KNOWLEDGE: MYTH IN THE POETRY OF YEATS, GRAVES AND MUIR** by *Daniel G. Hoffman* '47 analyzes the use of ballad, legend and myth by three poets who, despising the influence of industrialization, had recourse to the primitive and folk cultures of Celtic Ireland, Wales and the Orkney Islands for inspiration. (Oxford, \$6.00)

**THE QUEST OF THE GOLE** by *John Hollander* '50 is a fairy story, written as if it were an old, old tale, which tells of the efforts of three princes to discover the mysterious Gole and lift a curse from the kingdom of Hrimhaeg. For ages 12 to 16. (Atheneum, \$3.95)

**THE WIND AND THE RAIN, AN ANTHOLOGY OF POEMS**, ed. by *John Hollander* '50 and Harold Bloom, is a collection of poems from six centuries which celebrate the great natural rhythms and cycles of day and night; winter and summer; sun, rain, wind, and tides; and the themes associated with them. (Doubleday Anchor Books, \$1.25)

**A VILLAGE ECONOMY: LAND AND PEOPLE OF HUECORIO** by *Michael Belshaw* '51 invades the anthropologist's traditional territory to make an economic study of a small agricultural community in Central Mexico, with the aim of understanding the causes of underdevelopment at the grass-roots level and suggesting some practical solutions to the problems of peasants caught in the vicious cycle of a subsistence economy. (Columbia, \$10.00)

**PILSUDSKI'S COUP D'ETAT** by *Joseph Rothschild* '51 is an account of the process by which General Joseph Pilsudski (1867-1935) overthrew the constitutional government of Poland in 1926 and established a military dictatorship which lasted until his death. (Columbia, \$10.00)

**THE CORFU INCIDENT OF 1923: MUSSOLINI AND THE LEAGUE OF NATIONS** by *James Barros* '53 studies international diplomacy at the time of Mussolini's occupation of the Greek island of Corfu following the murder of an Italian official on Greek soil, an incident of crucial importance to the inexperienced League of Nations and to the future of Mussolini's stature. The book was awarded the Academy of Athens Prize. (Princeton, \$7.50)

**DRYDEN'S MAJOR PLAYS** by *Bruce King* '54, the first full-length critical study of these plays, attempts to rescue them from a neglect which the author feels is undeserved, showing how satirical and humorous they are when considered in the light of trends and ideas current in Dryden's time. (Barnes & Noble, \$6.75)

**SOVIET CHEMICAL INDUSTRY 1967** by *Yale L. Meltzer* '54 is an intensive analysis of the second largest chemical industry in the world, with emphasis on Soviet economic policies and technological trends, and the implications of President Johnson's program to increase US-USSR trade. (Noyes Development Corporation, \$20)

**IMPROVING COLLEGE TEACHING**, ed. by *Calvin B. T. Lee* '55, is a collection of essays, the content of which is indicated by a sampling of titles: "Who Teaches the Teachers?" "Classrooms: Castles or Learning Laboratories?" "Reforming General Education." (American Council on Education, \$6.00)

**THE AUK, THE DODO, AND THE ORYX** by *Robert Silberberg* '56 reviews the evolutionary histories of vanished and vanishing species and makes a plea for wildlife preservation. (Thomas Y. Crowell, \$3.95)

**THE TIME HOPPERS** by *Robert Silberberg* '56 is a science fiction novel about a practice widespread but illegal in the year 2490—permanent escape from an over-populated world through time-travel — and the man whose job is to put an end to it. (Doubleday, \$3.95)

**LONG-RANGE PLANNING** by *E. Kirby Warren* '56 contends that meaningful answers to the "how-to" questions of corporate planning can be found only if top business leaders become involved in the development of this infant art, and in clear, non-technical terms, examines the obstacles which block top management commitment in this area. The book has been awarded both the McKinsey Award of the American Management Association and the Academy of Management Book Award for 1966. (Prentice-Hall, \$5.95)

**THE ARTIST IN AMERICAN SOCIETY: THE FORMATIVE YEARS, 1790-1860** by *Neil Harris* '58 is "an inquiry into the relationship between a community's values and its culture" which traces the national attitude toward art and artists until its legitimization by the 1860s, revealing much about the character of American life. (George Braziller, \$7.50)

**THE MAN WHO GREW YOUNGER AND OTHER STORIES** by *Jerome Charyn* '59 stake out the East Bronx and Manhattan's Lower East Side as their province, capturing with humor and sympathy the speech and values of such extraordinary characters as Lippy Lipkowitz, nine, who single-handedly defeats the police, his Uncle Max, the F.B.I., Sing Sing, and Joe Crapanzano's bookie cousin Marco. (Harper & Row, \$4.95)

J. Rothschild '51 J. Barros '53 B. King '54 Y. Meltzer '54 C. Lee '55 E. K. Warren '56 N. Harris '58 J. Charyn '59

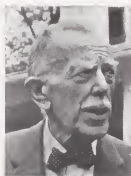




MARTIN C. ANSORGE '03, lawyer active in New York Republican politics. A member of Congress from 1920-22, he was co-author of the bill to create the Fort of New York Authority. Died February 4, 1967.

VICTOR M. EARLE '03, real estate leader influential in the development of New York's West Side, who retired four years ago as chairman of the board of Hanfield, Callen, Ruland & Benjamin, Inc. Died December 18, 1966.

PENDLETON DUDLEY '03, founder and senior partner of the public-relations agency of Dudley-Anderson-Tutty. Specialists in industry, finance, food and education, the New York-based agency has among its clients the American Telephone and Telegraph Company, *The Reader's Digest*, and Teachers College at Columbia. Mr. Dudley helped organize such trade organizations as the Corn Industries Research Foundation. Died December 10, 1966.



JAMES FINCH  
'06



PENDLETON DUDLEY  
'03

JAMES KIP FINCH '06, dean of Columbia's School of Engineering and Applied Science from 1945-50, a teacher at Columbia for more than 40 years, and Renwick Professor Emeritus of Civil Engineering. A national figure in engineering education, he was identified with developments in teaching hydraulics, engineering economics, and the esthetic aspects of structural design. Died April 14, 1967.

REGINALD J. S. PIGOTT '06, director of the engineering division of Gulf Research and Development Company until 1953 and nationally known authority on fluid-flow pumps and power plant designs. He was awarded the Columbia University Medal for engineering achievement in 1946. Died in Pittsburgh, December 23, 1966.

EDMUND A. PRENTIS '06, founder and former chief engineer and secretary of Spencer, White & Prentis, Inc., engineers and specialists in foundation and subsurface construction, including subways and mining operations. President of his class, he received the Hamilton medal for contributions by an alumnus to Columbia. Died March 12, 1967.

FRANK CHODOROV '07, author and editor of politically conservative books, magazines, newspapers and pamphlets. His book *Income Tax: The Root of All Evil* (1954) is now in its third edition. Died December 28, 1966.

ERNEST F. GRIFFIN '08, lawyer and former mayor (1922-27) of Tarrytown, N. Y. Mr. Griffin was for many years acting police justice and at his death was still official village historian. Died January 6, 1967.

## DEATHS

WILLIAM H. DEACY '09, architect and former instructor at Columbia who specialized in memorials. He wrote the American Institute of Commemorative Arts and was author of *Memorials Today for Tomorrow and Mausoleums*. Died March 5, 1967.

HERMANN J. MULLER '10, geneticist who won the Nobel Prize in 1946 after his mutation-producing experiments with fruit flies and X-rays proved that radiation could affect heredity. He was Distinguished Service Professor Emeritus of Zoology at Indiana University in Bloomington. Highly socially conscious, he provoked controversy because of his espousal and renunciation of Communism during the thirties, his outspoken advocacy of banning the bomb, and his belief in the necessity of eugenics. Died April 5, 1967.

LELAND R. ROBINSON '15, ex-professor at New York University, international authority on business economics and corporation finance, and the author of several books on economics. Died November 15, 1966.

JOHN W. GASSNER '24, Sterling Professor of Playwriting and Dramatic Literature at Yale and renowned critic, teacher and anthologist. Mr. Gassner was the mentor of such American playwrights as Tennessee Williams and Arthur Miller, and the author of more than 20 books. A critic of conviction, he resigned from the Pulitzer Prize Committee in 1963 when the advisory board rejected *Who's Afraid of Virginia Woolf?* for the drama award. Died April 2, 1967.



EDMUND PRENTIS '06 JOHN GASSNER '24



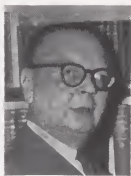
LANGSTON HUGHES '25, who wrote about Negro life in America, never becoming so bitter that he forgot how to laugh. He was the author of over three dozen books, as well as poems, plays, short stories, newspaper columns, television scripts and even opera librettos. He attended Columbia for only a year before wanderlust lured him to sign on a freighter to see the world. Died May 22, 1967.

WILLIAM J. BOLTE '27, vice president, general counsel and secretary of the Worthington Corporation, Teaneck, N.J., a world-wide manufacturer of pumps and other materials handling equipment. Died April 26, 1967.

LESTER S. ROUNDS '27, an assistant vice president of Arnold Bakers, Inc., Greenwich, Conn., and permanent secretary of the Class of 1927. Died after a long illness, June 7, 1967.

NATHANIEL SHAW '31, founder and director of Riverside Business and Secretarial School and former vice president of the Commercial Education Association. Died May 7, 1967.

ANDREW CHIAPPE '33, teacher of Columbia's Shakespeare course, one of the most popular at the College. He was a member of the Columbia faculty for 29 years, and in 1962 received the Great Teachers Award of the Society of Older Graduates of Columbia University. Died in Paris, May 4, 1967.



ANDREW CHIAPPE '33 HERMANN MULLER '10



ALFRED H. DREWES '34, president of National Lead Company and a director of many corporations. Died June 6, 1967.

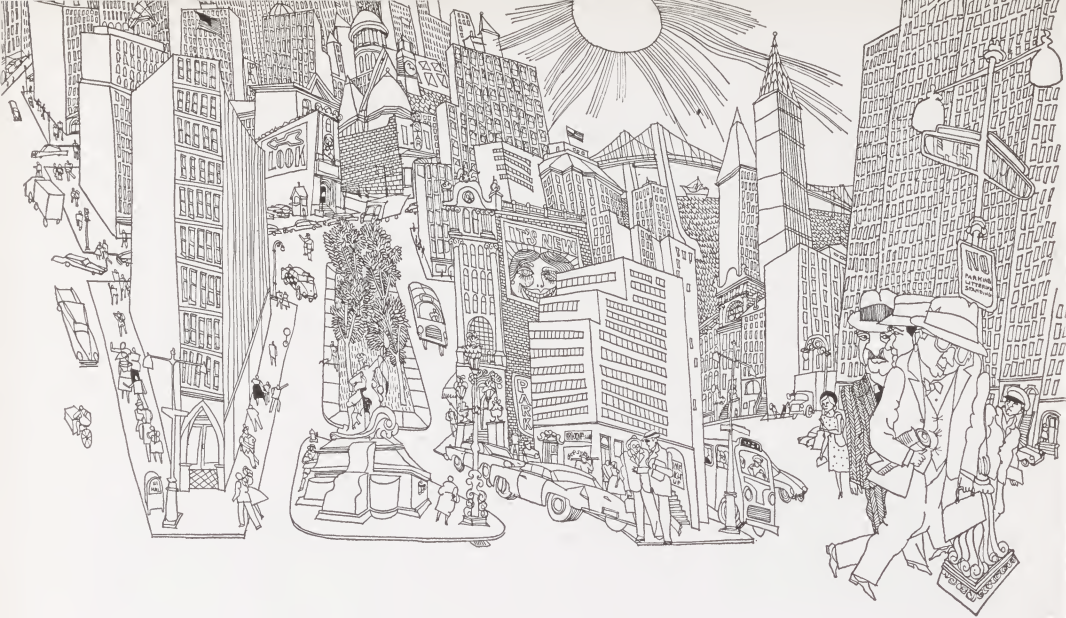
JOSEPH ROSS '35, former president of Davidson Bros., Inc., a national chain of 46 department stores, with headquarters in Detroit. During his 32-year career, Mr. Ross had also been an executive of stores in Atlanta, Denver, and Dallas. Active in civic affairs, in Detroit he was a member of two boards appointed by Governor Romney: the Blue Ribbon Commission for Higher Education and the Human Resources Board. Died December 9, 1966.

BORIS A. JACOBSON '38, professor of physics at the University of Washington, who worked on the development of the atomic bomb while associated with Colorado University. Died December 26, 1966. A memorial fund is being established to finance an annual lecture at the University of Washington by a prominent physicist. Contributions may be sent to the Boris A. Jacobson Memorial Lectureship Fund, Department of Physics, University of Washington, Seattle.

URIEL WEINREICH '48, leading linguistic scholar, Atran Professor of Yiddish Language, Literature and Culture at Columbia, and editor of a new Yiddish-English dictionary. Died March 30, 1967.

JOSEPH E. NORTH '50, a prominent trader of securities and commodities on the New York exchange, who worked his way up from a runner on Wall Street. Died in an automobile accident in Miami, January 8, 1967.

1893	ROLAND PALMER GRAY December 27, 1965	1913	ARCHIE COATES May 12, 1967 HENRY J. FARRELL August 25, 1966 HARRY B. HENDERSON March 22, 1967 RICHARD F. HOLLMAN January 30, 1967 WALTER LOGAN SIDNEY M. LOUIS October 30, 1966 EDWARD W. SAGE May 9, 1967	1922	JULIUS M. DAN May 22, 1967 JEROME S. KOPLIK CHARLES C. PETERS HARRIS K. SMITH October 17, 1966	1930	HERBERT G. SWANSON October 8, 1966
1900	LEO LESINSKY J. EVERETT SPARROW May 4, 1967				1931	AUGUSTINE J. BOTENS 1962 WALTER GAINES April 28, 1966 MALCOLM HARTSELL February 20, 1967 CHARLES B. KONSELMAN February 2, 1967 WILLIAM C. PETERSEN December 16, 1967 PAUL R. TUCKER	
1901	WATERS F. BURROWS October 26, 1966			1923	BERNARD B. ALPERSTEIN March 23, 1967 ROBERT MCK. FAULKNER J. MONROE HAMILN June 27, 1966 ELMER S. HOLBECK March 16, 1967 H. HALL MARSHALL June 27, 1966 VICTOR W. RITCHIE February 10, 1967 JOHN ROSENFELD November 26, 1966 EDWARD G. SPARROW March 15, 1967 CHARLES A. VALENTINE	1932	PHINEAS N. GOOD August 19, 1966 JAMES A. ROBERTSON May 31, 1967 LOUIS A. SPICOLA
1903	DAVID ASCH April 6, 1967 ROBERT BARTHOLOMEW November 24, 1966 HOPPER L. MOTT October 16, 1966 ARTHUR L. STRASSER March 9, 1967	1914	WILLIAM H. DAVIS May 7, 1967 THOMAS H. LEGGETT February 13, 1967 LEWIS ROBBIN April 12, 1967 W. KENNETH WATKINS January 12, 1967			1934	ROBERT L. CORSBIE FRANK T. HARRAT March 21, 1967 JAMES E. POWERS November 17, 1966 THOMAS A. READ GORDON W. WAIT
1904	OSCAR R. HOUSTON March, 1965 JANVIER W. LINDSAY March 2, 1967 JAMES MYERS May 11, 1967	1915	WILBUR P. ENSIGN September 21, 1966 SAMUEL HOCH January 9, 1967 SLOANE E. MILLER	1924	ELLIOTT P. BARRETT April 1, 1967 WALTER FOX November 22, 1966 DIXON B. GRISWOLD February 20, 1967 JOHN A. KELLY December, 1966 WILBUR H. MARSHALL January 2, 1967 BIRCH C. MUSSELMAN April 10, 1967 JOHN W. SCOTT WILLIAM A. SEGER LESLIE M. STEWART September, 1966	1935	WINCHESTER D. SMITH March 4, 1967
1905	WILLIAM HEYMAN May 7, 1967 NATHAN SILBERSTEIN	1916	RALPH S. CRAMER February 14, 1967			1936	JOHN DE BETTENCOURT RICHARD S. FORD December 1, 1966 CHARLES A. SAND August 28, 1966
1906	EDSALL DUB. ELLIOTT May 21, 1967 CHARLES COLERIDGE ERTZ November 26, 1966 CARLTON P. GANTERT December 17, 1966 ROBERT H. MARWICK April 13, 1967	1917	FRANK C. BOWERS March 10, 1967 ALFRED B. CASSARA October, 1966 SAMUEL H. FEREBEE October, 1966 WILLIAM A. GOLLIEK January 26, 1965 GEORGE H. KNORLOCH January 16, 1917 GEORGE W. RILEY February 28, 1967 SAMUEL M. RIVELSON LEO S. SACHAROFF January 31, 1967 FRANK T. SPRINGMEYER February 17, 1967			1937	EDGAR R. SHOLUND
1907	WILLIAM A. FLANIGAN HIRAM S. LEWINE May 26, 1967			1925	HENRY W. AVIS October 13, 1966 WOLFGANG E. CHIBARI December 12, 1966 ABRAHAM DARRUSIN EDWARD J. DAY WESTWELL GREENWOOD December 23, 1966 ALLEN E. HAGLUND November 5, 1966 STEPHEN KERCKHOFF JOHN A. MUNRO August 27, 1966 MELVIN R. WADLER February 4, 1966	1939	JOHN J. SINSHMEIER November 17, 1966
1908	WILLIAM R. BRECK December 7, 1966 MAURICE EPSTEIN October, 1966 HAROLD M. GOLDBLATT September 21, 1966 E. JOSEPH HANKE BURGESS OSTERHOUT October 30, 1966 JOSEPH J. PERLING February 13, 1967 GROVER G. SALES April 12, 1967	1918	JOSEPH W. ARMSTRONG November 30, 1966 EDWARD MCGARVEY February 12, 1967 PRESTON DAVIS January, 1967 ROBERT H. FIEDLER January 12, 1967 CARL H. KRAELING November 14, 1966 THEODORE E. OBRIG February 22, 1967 NATHAN PROBST December 31, 1966			1940	STANLEY M. RUBIN May 12, 1967
1909	EMIL BREITENFELD 1965 MELVIN GUTMAN March 8, 1967 LEONARDO MORALES Y PEDROSO					1941	JOSEPH F. BRADY March 18, 1967 ARGUMENTES ULIANA
1910	WALTER AVERY October 17, 1966 PAUL D. BIEBER February 21, 1967 LOUIS A. GRAHAM November 9, 1966 RAYMOND F. MILLS April 5, 1967	1919	REES ELLIS December 21, 1966 THEODORE GALLUP January, 1967 LEO P. MIRSKY April 18, 1967 HARRY S. NEWMAN ALFRED F. RICHARDSON THEODORE SILBERBLATT April 29, 1967 A. EUGENE SPROUL	1926	JOHN G. ELY February 15, 1967 ARTHUR C. FARLOW February 10, 1967 STEVENS MANNING April 27, 1967	1942	HARRY J. HONOHAN May 6, 1967
1911	NELSON B. GATCH February 19, 1967 LEWIS M. LAWTON December 3, 1966	1920	LAMBERT F. DICKINSON April 22, 1966 IRVING FLAUMENHAFT December 21, 1966			1943	WILLIAM D. McLAIN February 21, 1967
1912	HARRY BARCOCK BUDDY EVANS ROBERT S. SNEVILY December 26, 1966 RALPH YOUNG November 8, 1966	1921	LEE CHERNIAK September 7, 1966 EDWARD T. PIERCE May 14, 1967 NICHOLAS A. ZIEGLER	1927	JOSEPH L. BARRINGTON December 4, 1966	1944	STEPHEN H. DESCHAMPS January 18, 1967 GLENN N. YANAGI February 27, 1966
				1928	OTTO E. AESCHBACH July 7, 1966 LEROY W. CARLSON December 7, 1966 ARTHUR B. HOWELL January 9, 1967 JOHN J. MATTHEWS November 5, 1966 WILLIAM H. MILLER January 8, 1967 KENDRICK T. PEARSON February 27, 1967	1945	DONALD M. CARLOCK ALVIN S. NATHANSON November 18, 1966
						1946	RICHARD S. SIEGAL April 3, 1967
						1947	ROBERT J. ENSHER May 6, 1967 MICHAEL A. FALZONE January, 1967 THOMAS E. GLEASON May 8, 1967 JEFFREY H. MACAULEY CHARLES W. PASSIGLIA
						1948	GEORGE DOUSMANIS December 9, 1966
						1949	HENRY A. MAUER
						1950	GIL Z. HENKIN May 20, 1967
				1929	JOHN O. DEMING JOSEPH M. KRINSLEY November 29, 1966 JOSEPH A. NESBITT DANIEL P. O'GRADY	1951	DANIEL GRUTZENDLER January 3, 1967
						1952	ALLAN WACHS February 18, 1967



## Class Notes

### 01 Harold Korn Allegiance Realty Corp. 955 Fifth Avenue New York, N.Y. 10021

The last class reunion was held May 23 at the Harmonic Club in New York. Present at the noonday luncheon were George Bernheim, Class President; Harold H. Jaccobs; Harold Korn; Reginald H. Thayer; Augustin L. Que-  
neau; and John Wolfe. It was a busy day for your correspondent, who also gave a talk on the United Nations to the Metropolitan Division of the United Council of Jewish Women that afternoon. An innovation is planned for next year's reunion: for the first time, the ladies will be invited to join in the festivities.

### 03 Rudolph Schroeder Hudson Trust Building 51 Newark Street Hoboken, N.J.

Harrison Ross Steeves, professor emeritus of English at Columbia, spoke on April 20 at Sweetbriar College on "Women Novelists and the 18th-Century Woman." Holt, Rinehart & Winston just published the second edition of his most recent book, *Before Jane Austen*.

### 06 Roderick Stephens 79 Madison Avenue New York, N.Y. 10016

At the time of this writing, plans were under-way for a class luncheon at the Columbia

University Club on Friday, June 2, the day after the last of the finals. Expected as guests were our five scholarship students: Marty Domres and Barry Luzzi, *Fackenthal* Scholars; Alan Rice, Mines Scholar, who will be receiving his Master's in nuclear engineering; Tibor Hagajos, Frank Chambers ('06) Scholar; and Earl Kidwell, our Sydney Forsch ('06) Scholar.

It was also planned to have a small group at Arden House over the weekend of June 16-18 to celebrate our 61st commencement anniversary.

Pet peeves department: Why do ALL our administrators from President Kirk on down refrain from including their telephone numbers on their official letterheads? It makes no sense.

### 09 Harry B. Brainerd 601 West 113th Street New York, N.Y. 10025

Our annual dinner was held May 24 in Ferris Booth Hall, on Columbia's campus. The agenda of the meeting that followed included recognition of members whose deaths had been reported since May 25, 1966; reading of messages from some classmates; reports by class officers and committees; notice of honors awarded to classmates; and discussion of the topic "Contemporary Campus Disturbances: Causes and Cures," led by our guest speaker, George Keller '51, Director of College Relations and editor of *Columbia College Today*.

Among the regrets received came one from Edgar Kates who, with his wife, left on May

10 for a month's visit to Yugoslavia. George Loder, our vice president, had planned to attend but unfortunately broke one of his collar bones shortly before the dinner date, and was too heavily bandaged to appear properly in public. Charles Mayer, class chairman of the Engineering Development Fund, regretted prior business engagements in London. Gordon Little sent his regrets, but reported that he is holding on for our 60th reunion. It is hoped that many others may do likewise. Up-to-date addresses of every living member will be needed for that event's notices.

In regard to reports by class officers, our honorary president, Ward Melville, expressed concern about the need for tighter control for release of university news to the public press, lest private financial support of the university suffer. He and D. D. Streeter and other alumni had previously written to President Kirk on this point. Hugo Cohn, after submitting his report as Class Treasurer, also told us of a trip with his wife to Bangkok, Hong Kong, Tokyo and northern Japan from which they very recently returned. As your Class Secretary, I reported that there are now 111 names with active addresses on the class roster. Thirteen attended the dinner.

We have three standing committees: the Columbia College Fund Committee, the Columbia Engineering Development Fund Committee, and the Class Luncheons Committee. The final reports of the first two will appear in print later this year. Herbert Lippmann has done an excellent job as chairman of the latter.

Academic honors given to three of our classmates were announced. Our president,



William Fondiller, became the 41st recipient of the Eggleston Medal for distinguished engineering achievement this year. One needs to read the full citation to appreciate his achievements prior to Dean's Day at Columbia on April 29, 1967. His mind certainly has been attuned to the electronic mysteries of this age. Furthermore, on May 15, he was tendered a testimonial dinner by the officers of the American Technion Society, of which he was founder and former president. The purpose of the dinner was to celebrate his 80th birthday and the establishment of the Fondiller Foundation by the Society in his honor. Winston Paul has been awarded the honorary degree of LL.D. by Springfield (Mass.) College, of which he was a trustee prior to 1965. William A. Kimbel, a former president of our class, is pleased, as a self-styled Yankee carpetbagger, to have been made an honorary alumnus of the University of South Carolina and also a member of the Development Advisory Council of that University.

The topic of the speaker's discussion was suggested by our past president, Thomas C. Morgan. Mr. Keller's remarks were so well received that those present were reluctant to adjourn. As chairman of the Dinner Committee, I wish to thank all of the class officers, and especially Herb Lippmann, for their generous advice and cooperation.

## 10 Virginius Victor Zipris 11 East 44th Street New York, N.Y. 10017

We recently found out about Norman Angell's alter ego; every year at Christmas, he becomes Santa Claus to over 3,000 children in a Towson, Md., department store. He is also president of a Senior Fellowship Club, which has regular programs of informal education, travel and discussions. Mr. Angell sends us a clipping from the February 24 *Baltimore Evening Sun* which brings to light the fact that Brooklyn Representative Emanuel Celler worked his way through Columbia selling wine by the barrel (his father was a liquor merchant). A member of the House since the '20s, Rep. Celler, who recently headed the select House committee that investigated Adam Clayton Powell, has said that "to be a successful congressman, one must have the friendliness of a child, the enthusiasm of a teenager, the assurance of a college boy, the diplomacy of a wayward husband, the curiosity of a cat and the good humor of an idiot."

## 12 Albert L. Siff 150 West End Avenue New York, N.Y. 10023

Present at a dinner meeting of Class members living in the New York area, held at the Columbia University Club on May 9, were Warner Pyne, Al Levy, Herbert Klein, Hyman Greenberg, Albert Siff, Milton Samuels, and Willard Butcher. We discussed holding a 55th Anniversary dinner prior to the date of the Commencement luncheon, but concluded that there were too few present and too little time to make preparations. We are still hopeful that classmates will make important contributions to this year's Fund, so that the total for the past five years will compare favorably with the \$197,000 given to Columbia by the Class of 1912 from 1957 to 1962. We also

hope that families of classmates and members of the class will add to Scholarship Aid Endowments.

Publisher Alfred A. Knopf was married to Helen Hedrick on April 20, in Rio de Janeiro. She is the author of *The Blood Remembers*, which Knopf published in 1941.



ALFRED KNOPF '12  
Sanguine match

## 14 Philip Baumeister 19 West 44th Street New York, N.Y. 10036

At the annual class dinner which was held at the Columbia University Club on May 9, our classmate Frank B. Smith showed movies of his trip to Peru and Guatemala which were followed by movies of the offense of the Columbia football team as displayed at the Yale game. The following members attended: President Al Nolte, Secretary W. F. Wurster, Treasurer Tom Lathrop, Al Rothwell, William A. Patterson, Adolph Harvitt, Frank B. Montanaro, Larry Nielsen, Philip Baumeister, Ernie Slade, Maurice P. van Buren, Bill Havens, and Frank Smith.

A notice has gone out to the class that our annual weekend will be held from June 16 to 18 at the Yardarm Club Hotel in Westhampton Beach, Long Island. Our president, Al Nolte, has invited all to a steak roast at his home at 38 Willets Lane in Plandome, Long Island, after which the party will be continued at Westhampton Beach. Any member needing transportation can contact Larry Nielsen at 516 MA 1-8392 or Phil Baumeister at 212 MU 2-3816.

Doc Philip S. Spence has retired and is as busy as a bee in Miami. Halsey Wood, who spent the winter in Mexico, is now in Little Compton, Rhode Island. Oscar Byron and his wife are on a photographic campaign of the U.S. national parks and John (Jack) W. Love is summering at Yarmouth, Nova Scotia.

## 15 Ray N. Spooner Laurel Pine Road Cresco, Pa. 18326

Herbert W. Schneider, Columbia professor emeritus of philosophy and religion, spoke last fall at a President's Convocation at California State College in Hayward, California.

## 16 Robert Gomersall 735 West 172nd Street New York, N.Y. 10032

The newly elected officers for the class are as follows: Girard F. Oberrender, President;

Frederick A. Renard, 1st Vice President and Acting Secretary; Ward R. Clark, 2nd Vice President; and Duane R. Everson, Treasurer.

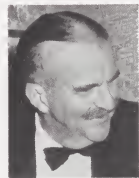
Robert Gomersall returned recently from a trip to South Africa, where he valuated a large stamp collection for Ernest Hunt, one of the world's leading philatelists. Felix E. Wormser has also returned from an extensive business trip to various African and Far Eastern countries. General and Mrs. L. Krulwich held a cocktail-buffet meeting for the executive committee, Class of 1916, at their home on June 5. Gardner Williams writes that he retired in 1965 from his position as professor of philosophy and chairman of the philosophy department at the University of Toledo.

## 17 Charles A. Hammarstrom 18 Secor Road Scarsdale, N.Y. 10588

The main activity of our class has been and continues to be, the raising of money for the establishment of a six-figure Fiftieth Anniversary Dean's Fund. We have had two telethons for this purpose this year, one on March 29, the other on May 11. Those who have participated in this work are John D. Beals, Jr., Harold B. Davidson, Francis T. Henderson, Heyman Katz, Peter T. Ward, Howard F. Reinheimer, Otto E. Dohrenwend, and Richard C. Pott.

Dr. Walter J. Geiger, of Poughkeepsie, N.Y., has been appointed a Columbia University Campaign Fund Chairman for the Dutchess County area, a job which will last for three years. Dr. Geiger is president of H&W Trades, Inc., an import-export firm. Colorado Woman's College in Denver has been renamed after its chief benefactor, a member of the Class of '17, Temple Buell. The school was christened Temple Buell College on April 14, when a day-long celebration was held.

John D. M. Cready writes that he winters in Ocala, Florida, where he teaches during the second term at a junior college; then spends the months from July to November at his place in the North Carolina mountains, near Asheville. We hear from Alexander C. Glennie that, after a career which included such varied occupations as biochemist, educational director to two unions, and purchasing agent for several hotels, he settled in Toledo, Ohio, where he has been active in American Legion and VFW affairs since his retirement.



TEMPLE BUELL '17  
A change of name

## 18 Alexander C. Herman 22 East 88th Street New York, N.Y. 10028

Twenty-five members of the Class of 1918 attended a reunion dinner at the Columbia

University Club on April 4. Among those present were Irwin Abelov, Murray K. Arosen, Doc John P. Baker, Robert J. Blum, Ralph G. Bonime, M.D., David A. Curry, John Fairfield, Dr. Jack Fierstein (who took many photos), Walter D. Gerberue, Professor James Gutmann (who had as a guest his son Carl), "Ding" Hiron, Clifford Hollander, Al Huelsenbeck (who looked just fine after a long illness), Sidney Mattison, Ed Meagher, Max Ornstein, Carington Raymond, Albert G. Redpath, Donald F. Sealy, Matt Sherlin, Ralph E. Suinburne, "Dutch" Uhlig, Byron E. Van Raalte, Lech W. S. Zychlinski, and this reporter. It was a delightful evening, spoiled only by the absence of Carlos Smith, Class Secretary, who did the inviting, but could not come because of illness.

John Herman Randall, Jr., Columbia's Frederick J. E. Woodbridge Professor of Philosophy, was awarded an honorary doctorate by Padiua University in Italy. Speaking of educators, in one of his many letters for the College Fund, the Chairman listed only six members of the Class who are still active in the world of academe: Professors Friess, Oppenheim, Randall, Gutmann, Pickett and Spero. There are at least three others, to whom go our apologies: Hal Thatcher, Ph.D., was chairman of the history department of Wilkes College, Wilkes-Barre, Pa., for 18 years before retirement in 1965. Donald F. Sealy has been a full law professor at the Brooklyn Law School for 30 years, and director of the Graduate School since 1946. Although he passed the retirement age last February, he has been requested to keep on teaching—a tribute both to him and his school! And up in mid-state New York at Oneonta, Douglas L. Rehlaender keeps active at Hartwick College. An anticipatory prayer for forgiveness if we have failed in a complete line-up—a postcard would help set us right.

Incidentally, we should like to hear from others of the missing: Aringo Righi, Bill White, Charlie F. Watters, Maurice C. Walsh, George W. Trofast-Gilletle, Russell M. Tree, William R. Stevens, Walter B. Smith, Robert W. Scofield, Charlie M. Samek, Payton W. Spence, and Arthur R. Crawford.

Another incidental: in the last issue of CCT, your class correspondent's address was incorrectly given as 89th Street. Please note that it is actually 88th Street.

Next year, we should be celebrating our FIFTIETH! Al Redpath, Jack Fairfield, Ed Meagher, Dick Wagner, and Carlos Smith, as well as several others, are beginning to lay plans for the memorable occasion. If you have any special thoughts, please shoot them along.

**19** Stanley R. Jacobs  
120 Broadway  
New York, N.Y. 10005

Gustav Davidson was awarded the nation's top poetry competitive award for a work in progress, the \$3,500 Alice Fay di Castagnola Award, at the annual dinner of the Poetry Society of America in April. Davidson is the author of the forthcoming *A Dictionary of Angels*, a 600-page reference work scheduled to appear in the fall.

Abraham Sakier, who has been living in Ohio for the past three years, has joined the New York Stock Exchange firm of Hartzmark and Co., Inc., in Cleveland, where he

will continue to specialize in Israeli securities. Mayor Lindsay has appointed Benjamin J. Buttenwieser to New York City's new Commission on Delivery of Personal Health Services.

Albert A. Cree of Rutland, Vermont, is chairman for the Rutland area in the Columbia University \$200,000,000 Fund Campaign. Albert Parker, was chairman of the 12th Annual Palm Beach Dinner of the Albert Einstein College of Medicine on Feb. 21. Parker, a New York attorney, is vice chairman of the board of overseers of the Albert Einstein College of Medicine, and a member of the board of the Albert Einstein College Hospital.



B. BUTTENWIESER '19 ALBERT PARKER '19  
Getting personal Beach party

**21** Addison B. Bingham  
50 East 96th Street  
New York, N.Y. 10028

Our 46th Anniversary Dinner was held at the Columbia University Club on May 25, when, in spite of cold and rainy weather, we gathered our old stand-bys and, as usual, a few who had been long absent, to hear Dean Truman speak. Attending were Shep Alexander, Abe Babbini, Al Bachrach, Arthur Becker, Marshall Bernstein, Ad Bingham, Howard Carlson, John Chabrow, Arthur Colwin, Tony De Fronzo, Harry Gabé, Marcus Koffel, Fred Lascoff, John Larkin, Hank Mayers, Nick McKnight, Mike Mulinos, George Netter, Leo Rosen, Harold Schindler, Nat Schwartz, Jules Sheftel, Chick Sylvester, Frank Tannenbaum, Bill Taylor, Russ Twiss, Ed Wilson, and Saul Zucker.

The Dean's talk, as usual, was instructive and very interesting in bringing us up-to-date on campus affairs, but the big kick came in the question period following. Our keen interest kept the meeting going rather late for our commuters but it was agreed it was well worth it.

**22** Joseph Teiger  
35 Winthrop Street  
Brooklyn, N.Y. 11225

The class held its 45th anniversary reunion at the Motel on the Mountain, Suffern, New York, the weekend of May 5-7. The damp weather failed to dampen the spirits of the celebrants and a good time was had by all. Present at the reunion were Gustave M. Berne, Edwin B. Bilchick, William H. Chamberlain, Ormonde de Kay, Walter M. Eberhart, Ridley M. Enslow, Philip F. Farley, Leon J. Gell, Ernest Greiner, Thomas F. Gibbons, George Goldstein, George Green-span, John H. Hassinger, Malcolm B. Levi,

Robert D. Marcus, Albert Preisman, Herbert C. Pentz, William J. A. Rice, George B. Robinton, Frederick E. Schluter, William J. Shultz, Shepard S. Silberblatt, Malcolm C. Spence, Joseph Teiger, Joseph C. Zavatt, and George Zeller.

Fred Schluter, chairman of the reunion, read letters and telegrams from Ilal Keck, Willet Eccles, Charles Brinckerhoff, Kess Scovill, George Bushfield, L. Lance, George Eccles, J. Lautman, James R. Walsh, Paul Bernard, and Abram J. Abeloff, expressing regrets at not being able to attend and sending regards to those present.

Outgoing President Malcolm Levi presided at the reunion. Phil Farley, Bill Chamberlain and Bill Rice, who were appointed last year as the nominating committee, presented the following slate of nominees to the class: President, Malcolm C. Spence; Vice President, William H. Chamberlain; Treasurer, Gustave M. Berne; Secretary, Joseph Teiger. They were elected to serve for the next five years.

Following a suggestion from Willet Eccles from California, in a letter to Fred Schluter, a committee will be appointed to spearhead a drive for a "substantial, permanent memorial to former Dean Herbert E. Hawkes and to invite the other contemporary classes to join in the undertaking." After further discussion it was voted to change the name of the Class of 1922 Scholarship Fund to The Class of 1922 Herbert E. Hawkes Memorial Scholarship Fund.

George B. Robinton was appointed Chairman of the 50th Anniversary Reunion Committee.

Principal speaker at the reunion dinner was Jack Rohan, varsity basketball coach, who spoke on the problems of a varsity coach in the League with respect to recruiting, financial aid, etc.

Bill Rice, Class Poet, and George Goldstein, Shep Silberblatt and Joe Zavatt, Class R raconteurs, contributed to our enjoyment of the dinner.

A survey made of those present revealed that Malcolm Spence is retired and devotes his time to Horace Mann School (of which he is chairman of the board), the Scarsdale, N.Y., Congregational Church, and the Education Committee of the Town Club of Scarsdale. A director of two small drug companies, he has two children and four grandchildren. George Goldstein of Newark, N.J., is a real estate consultant to large financial institutions throughout America. In his spare time he is chairman of the board of the Hospital Center at Orange, a trustee of Blue Cross of New Jersey, and a director of the 1st National State Bank of New Jersey. Herbert C. Pentz of Pelham, N.J., is a lawyer in the firm of Dillon and O'Brien, and is a life member of John Jay Associates.

Gustave M. Berne of Far Rockaway, N.Y., has made a switch from law and building construction to motion picture production. Thomas F. Gibbons, who lives in Garden City, N.Y., retired last January. He has one daughter and two grandchildren. Leon Gell is a vice-president and director of Republic National Bank of New York, and has two grandchildren. George B. Robinton is retired after 46 years in the novelty textile business. Now a consultant with Deering Milliken, he lives with his wife Beatrice in New York. They have a son and a daughter and five grandchildren.

Ormonde de Kay of East Hampton, N.Y., is an investment adviser, semi-retired from Merrill Lynch Pierce Fenner & Smith, and has three sons and four grandchildren, to

date. Edwin Bilchick, M.D., is an ear, nose and throat specialist in New York and Long Island. He is on the staff of the Columbia Presbyterian Medical Center and is assistant professor at the Medical School. He has a daughter and three grandchildren.

William Chamberlain is still on Wall Street with Ingalls and Snyder, and has two grandsons. George Zellar is retired from Western Electric Company and is a resident of New York—but spends his winters in California. William Shultz, a professor of business administration at City College for 33 years, is now happily retired and lives in the small fishing village of New Harbor, on the coast of Maine. William Rice is a paint manufacturer in Brooklyn.

Ridley Enslow retired as a trader of securities about two years ago. He is active in community affairs in South Orange, New Jersey. Joseph Zavatt is Chief Judge of the U.S. District Court in the Eastern District of New York. Albert Preisman of Silver Spring, Maryland, has been a professor in the electrical engineering department of Washington's Catholic University since 1960, and is also a consultant to the Naval Ordnance Laboratory. He and his wife Edith have two daughters and three grandchildren. Walter Eberhart is vice president of the New York engineering firm of Eberhart Bros., Inc. He has a son and a daughter.



EDGAR JOHNSON '22  
When palms are  
laurels

Malcolm Levi and John Hassinger are "next-door" neighbors in the wilds of Texas, where they live about six miles apart—with no one else in between. Reports Malcolm, "The last 20 years I have been breeding up my cattle and running down my health. The next 20, I am going to try to come back to reunion until I quit." Until 1966, John was in the printing business in Dallas.

Fred Schuster spends half his time in Princeton and half his time in south coastal Georgia. He retired 10 years ago on medical instructions, but couldn't stand it, and now is busier than ever liquidating two large dairy farms and doing church work. Joseph Teiger, who has been teaching mathematics in New York City's secondary schools, will retire in September. His two sons, David and Martin, both attended Columbia ('54 and '58). Willet Eccles could not make the long trip from Pasadena, Calif., to come to the reunion. He is retired from teaching.

Edgar Johnson writes, "In December, on behalf of the French Government, M. Morot-Sis conferred on me the order of Officier des Palmes Académiques. I don't know whether there is any connection, but during the preceding April, in a trip abroad in which I had also lectured at Cambridge University, the University of Sussex, and given the Sir Walter Scott Lectures at the University of Edinburgh, I had lectured at the Institut d'Etudes Anglaises et Nord-Américaines at the University of Paris." Prof. Johnson has been on sabbatical from The City College of New York,

where he is a member of the English department.

## 23 Aaron Fishman 418 Central Park West New York, N.Y. 10025

The 44th annual reunion of the '23 class was held in the Society of Older Grads Room at the Columbia University Club on Tuesday noon, May 9th. For the first time in our alumni history we undertook a luncheon reunion meeting to replace the usual dinner meeting. The experiment brought us to the conclusion that we must not try it again. If reunion is the primary objective then we must not deprive professional people or out-of-towners who cannot attend during the day of the opportunity of reunion. Those present include Stu Coxhead, Augie Massa, Henry Miller, Mac Lovell, Charlie Wagner, Joe DeMarrais, Vic Graeb, Stu Blundell, Irving Nachman, Nat Levi, Joe Brennan, George De Sola, Aaron Fishman, Dick Mannheim, Paul Lockwood, Jim Bernson, Robert Straub, and Jack Nicoll. Future programs will allow each classmate to present a one-minute report of his activities.

Mac Lovell, who serves as the executive director of the College Alumni Association, reported on the recent activities and 'happenings' on the campus which had become newsworthy. Lovell observed that since the undergraduate of today is the alumnus of tomorrow it is important to develop rapport. He has been attending the annual meetings of alumni and undergraduate classes. There has been established a speakers' bureau which furnishes important alumni speakers to address undergrads. Through Station WKCR on the campus, manned by Columbia and Barnard students, interviews with prominent Columbians are conducted. The Hospitality program encourages alumni to invite undergrads for dinner at their homes.

Gerry Tonachel flew in from Paris for three days so that he could participate in the 40th anniversary celebration of the Downtown Glee Club at Carnegie Hall. It has been one of his special interests these many years. Joe Campbell, former U.S. Controller General, came up from Washington to counsel with Dr. Kirk about the big fund drive that has been planned. Jim Bernson, who initiated the class into the practice of presenting the Columbia libraries with rare manuscripts like *Aaron's Fables*, *Bacon's Essay*, and *Gesta Romanorum*, is on the lookout for another rare document for our 45th anniversary gift to the university.

George De Sola reported on his activities as the class representative for John Jay memberships. In retirement he has found time to do some traveling and on a recent trip to El Salvador he pursued his photographic hobby by shooting in color the volcanoes he passed in the plane. He became a founder of *Pe Y Alegria*, the Inter-American Social Betterment Fund which has built schools in Venezuela, Ecuador and Peru. With Joe DeMarrais he is studying plans for the 45th anniversary weekend reunion of the class.

## 24 James L. Anderson Room 1100, Municipal Building Brooklyn, N.Y. 11201

Last April we came across a "Man in the News" feature in the *Times* on Frank Hogan,



FRANK HOGAN '24  
Olé au lait

recognizing him for his top-notch performance of his duties as New York County's district attorney. At that time, he was involved in major investigations of alleged milk price rigging and meat adulteration. William W. Waite who is professor of industrial engineering and department chairman at Columbia, recently completed a five-month appointment as visiting professor of business administration at Robert College in Istanbul, Turkey.

## 25 Richmond B. Williams Long Lines Department American Telephone & Telegraph 32 Avenue of the Americas New York, N.Y. 10013

Dr. Charles A. Flood was this year's recipient of the Silver Medal of the Association of the Alumni of the College of Physicians and Surgeons of Columbia University. The annual award is presented to an alumnus who over a period of years has rendered meritorious service to the College. Dr. Flood, a graduate of the College of Physicians and Surgeons, is now on the faculty there. Lee H. Sharp has been elected to the Sons of the Revolution in the State of New York. Mr. Sharp's Revolutionary War ancestor was Sailmaster on the brig "Defense."

## 26 Andrew Stewart c/o Royal, Kogal & Rogers 200 Park Avenue New York, N.Y. 10017

Joseph C. Nugent has been appointed a member of the Banking Board of the State of New York by Governor Rockefeller, with the unanimous approval of the Senate. Mr. Nugent is a senior and managing partner of the brokerage firm of Mabon, Nugent & Co., as well as chairman-elect of the board of trustees of Marymount Manhattan College. Hugh J. Kelly has been appointed president of McGrav-Hill's newly created corporate unit, the Real Estate & General Services Division, which will manage that company's scattered and complex real estate and provide housing



JOSEPH NUGENT '26  
Unanimous  
approval



and service for its employees and operations. Mr. Kelly is also chairman of Columbia's capital funds drive in the metropolitan New York area.

Hugo Klein writes that he has resigned as chief engineer of the Kohlenberger-Poulsen Engineering Corporation in Fullerton, Calif., to retire to "a well-balanced admixture of travel, play, relaxation and chemical engineering work for several clients." Dwight C. Miner, who teaches history at Columbia, has been appointed Moore Collegiate Professor.



HUGH KELLY '26  
*In real life*

## 28 Melvin Lyter Chase Manhattan Bank 1 Chase Manhattan Plaza New York, N.Y. 10015

The speaker at the Alumni Federation's 58th annual Luncheon last December was James J. Reynolds, Assistant Secretary of Labor. Two members of the Class of '28 have been named area chairmen in Columbia's \$200,000,000 Fund Campaign: Emerick L. Hollorell is chairman for Dayton, Ohio, and Frank R. Pitt is the Toledo chairman.

## 29 Berton J. Delmhurst 115 Broadway New York, N.Y. 10006

John V. van Pelt, III, a vice president of Vulcan Materials Co. of Birmingham, Ala., was recently elected Southern Area Vice President of Financial Executives Institute, an organization interested in improving the techniques of financial management. Irving Levett has been named an associate of Gruzen & Partners, an architectural firm of New York and Newark.

The story sounds like something straight out of the television show, "The Defenders," but it really happened and Earle Carlsen was one of the people responsible for giving it a happy ending. When Carlsen, a Providence, R.I., high school phys. ed. teacher, heard of a former student's court martial and conviction on a murder charge, he could not believe that the youth (Gene Barboza) could have done what the Army said he did. He began to search for more information and organized a

## EARLE CARLSTEN '29 (L) and COMMITTEE Crusading teacher



Providence Teachers Barboza Defense Committee to raise money. As a result of the efforts of Carlsen, Barboza's attorney, and an NEA reporter, the charges against the youth were dismissed and he was released from prison, after having served 15 months.

## 30 Henry S. Gleisten 2101 Voorhies Avenue Brooklyn, N.Y. 11235

Our class dinner was held in Ferris Booth Hall on Tuesday evening, May 9. On hand were many of the old-timers, who recalled the many happy moments spent on campus.

Jacob Karro is leaving the Government and Washington, after 32 years of federal service in the Labor, State and War Departments. He leaves his present position as Associate Labor Solicitor for Labor Relations and Civil Rights to teach labor law at the University of Puerto Rico. D. Ralph Sprecher reports that he has returned from a safari in Africa, where he visited Kenya, Uganda and Tanzania. He is serving his 15th year as president of the Manhattan-East Republican Club. Sigmund Timberg, formerly special assistant to the attorney general, recently acted as chairman of one of the anti-trust conferences sponsored by the National Industrial Conference Board of New York City.



R. INGRISCH '30  
*Chalk talk*



JOHN ADRIANI '30  
*Ether . . . or*

William J. Mitchell, professor of music and chairman of the department at Columbia, has been appointed vice president of Walter W. Naumburg Foundation. Dr. John Adriani was recently awarded the Gold Medal of the Association of the Alumni of Columbia's College of Physicians and Surgeons, for distinguished achievement in medicine. Dr. Adriani's many contributions to the field of anesthesiology have won him international recognition. Rudolph Ingrisch was recently elected president of Binney & Smith, manufacturers of educational art materials, the company with which he has been associated since 1941.

## 31 Bernard Ireland 83 Park Terrace West New York, N.Y. 10034

Rabbi Emanuel Rackman has been named spiritual leader of one of the nation's best-known Orthodox congregations, the Fifth Avenue Synagogue at 5 East 62nd Street. Menelaos D. Hassialis, Henry Krumb Professor of Mining at Columbia, has been named by the National Research Council's Division of Engineering to a committee studying the current and future status of mining and mineral technology. Eli Ginzberg, recently appointed Columbia's Hephurn Professor of Economics, was honored by the Middle Atlantic Placement Association for the best article during 1965-66 in the *Journal of College Placement*.



G. MACBAIN '31  
*Chief exec*



E. RACKMAN '31  
*Move to Fifth*

## 32 John W. Balquist Department of Physical Education B-1 University Hall Columbia University New York, N.Y. 10027

Gavin K. MacBain has been elected chairman and chief executive officer of the Bristol-Myers Corporation, the drug producer.

## 34 Sanford Schamus 777 West End Avenue New York, N.Y. 10025

Owen W. McDowell has retired from the staff of Southern Connecticut State College, and has accepted a position as registrar of Brevard Junior College in Cocoa, Florida.

## 36 Alfred J. Barabas 812 Avenue C Bayonne, N.J.

Daniel F. Crowley, vice president and controller of McGraw-Hill, Inc., was elected president of the New York City chapter of the Financial Executives Institute in May. The Institute is an organization of top corporate financial management in the United States, Canada, and Puerto Rico. John A. Moore, professor of zoology at Columbia, is serving on the Commission on Science Education of the American Association for the Advancement of Science.



D. CROWLEY '36  
*Pennies make  
nickels . . .*

## 37 Murray T. Bloom 40 Hemlock Drive Kings Point, N.Y. 11024

The furthest space-time travellers for our 30th reunion were Dave Sinitzer from Los Angeles and Dwight Miner from the remote past. ("My God, I had him as an instructor in CC," went one anguished recall.) Dave, who is now Chief Scientist of the Frontiers of Technology Study of North American Aviation, contributed a private study that proves conclusively the best auto buy today is a two-year-old used car that should be used another two years.

Prof. Miner contributed a nostalgic run-down on our past perils and pleasures.

Balancing this space-time equation in the Schiff Room of Ferris Booth were Ev Frolich, Harry Friedman, Grover Jensen, John Leslie, Winston Hart, Duke Marchese, Wally Schaap—who was responsible for the reunion—Joe Tumulty, Milt Escher, Carl Desch, Fred Mackenthun, Al Hammond, Gene Kall, Bob Fondiller, Vince Merendino, Rob Roy, and John Northcott, who came from Minneapolis. Dave Markham, an internist in Richmond, brought his daughter Shelly. The rest of us, unimaginatively but properly, brought our wives.

Regrets came from Bob McMillen, who just became director of the Information Division of the New Jersey Department of Agriculture; and from Al Hailpurn, who is something with Max Factor & Co. in Hollywood. Tom Jones, who is still managing editor of Modern Packaging, reports that his son Eric is graduating from California Institute of Technology to begin doctoral work in astrophysics; Bob Barnes' daughter, Susan, was married to John Burnham; Morty Ostone's son, Meir, is entering Columbia in the fall. And your correspondent has signed a contract for a new book with Simon & Schuster.



PHILIP NEWMAN '38  
A gift of books

38 Edward Kloth  
7 East 81st Street  
New York, N.Y. 10028

Dr. Philip C. Newman, an economist with the Institute for Defense Analyses, presented a collection of his books to the College library on Dean's Day. IDA was founded in 1956 by several universities as a nonprofit corporation to prepare studies and analyses on national security matters for the United States Government, or "how to win World War III without actually fighting." Among the books edited and written by Dr. Newman are *Cartel and Combine, Public Control of Business: An International Approach, Cuba Before Castro*, and *New York's Economic Destiny*. Dr. Newman is President of Newman Associates, Ridgewood, New Jersey, an international marketing research and investment analysis organization.

39 Clifford Ramsdell  
535 Longview Road  
South Orange, N.J.

Joseph A. Schmidlein has been named general manager of American Cyanamid Company's Organic Chemicals Division at Bound Brook, N.J.

40 Donald Kursch  
69 Meadowbrook Road  
Syosset, N.Y.

Most of the news below was gleaned during the recent College Fund telethon. I'd enjoy

hearing from and passing on bits of information from all the alumni. Usually my news gathering is limited to Homecomings and Dean's Day. Rod Reeder and Henry Papertian are annual and appreciative attendants, and each year there are one or two additions to enjoy the camaraderie. But to get on with it . . .

Lance Corsbie, attorney of Waco, Tex., celebrated his new role of grandfather by becoming a John Jay Associate. Lester Bernstein, executive editor of *Newsweek*, with sales resistance weakened by thoughts of a forthcoming Madrid-to-Moscow excursion, also became an Associate. Bob Stoltz weighed in from Ohio at 215, copping the bandy-legged, butterball award. Was a little concerned about the change in Vince Gutendorf's voice from Wilkes-Barre until his wife convincingly excused his absence.

Bob Shotton, assistant professor of oral surgery at the College of Physicians and Surgeons generously contributed hours of his time to make the Class of 40's donations to the College Fund record-breaking. Saul Kolodny is rounding out 20 years as economist for the American Sugar Company, while Albert Wu, Professor Mitchneck's nemesis, has become an extreme contrast as director of research for Angostura-Wuppermann Inc. Bob Tufts sounded especially ebullient after a "long-time-no-see-no-hear" period, mentioned a recent luncheon engagement with Mark Szniga, class chairman of the Fund, and Joe Zorn. Howie West is now vice chairman of the Columbia Club of Southern California, and sounds youthfully rich and happy. Enjoyed reminiscing with George Ambrose, now associate clinical professor of orthopedics at Columbia Medical Center, who was delighted to get my relayed greeting from George Verdony, a fellow member of the medical fraternity now practicing in Charlotte, N.C.

Tom Flynn, public relations, IT&T, will have a junior and a freshman daughter attending Barnard this year: paternal provincialism, no doubt. Dominick Calderone is practicing general law at the cross-roads of the world: 60 East 42nd Street, N.Y.C. Bill Alexander's boy is attending Franklin and Marshall, while his daughter is adding to the scenery at Baypath, Mass.



F. STULGAITIS '40  
The best circles

Eastern Airlines has named Frank J. Stulgaitis to the new position of Director of Air Shuttle. The Air Shuttle, which operates between New York and Washington, and New York and Boston, would rank ninth among the nation's airlines if it were separated from Eastern's other operations.

41 Thomas J. Kupper  
2 Merry Lane  
Greenwich, Conn.

L. E. Rasmussen has been elected vice president for international licensing of the Bendix

International division of the Bendix Corporation. Dr. Bertram H. Davis has been appointed general secretary of the American Association of University Professors, Washington, D.C. William Theodore de Bary has been named Horace Walpole Carpenter Professor of Oriental Studies at Columbia. The Carpenter chair is a new professorship named for Horace Walpole Carpenter (College 1848), whose gifts at the turn of the century established studies in Chinese at Columbia.



L. E. RASMUSSEN '41  
Cleaning up



BERTRAM DAVIS '41  
Proof for proofs

42 Ernest S. Black  
193 Brewster Road  
Scarsdale, N.Y. 10583

Plans are evolving for the wind-up weekend, October 20-21, of our year-long 25th anniversary celebration. We already have firm acceptances from 92 people for the Saturday night dinner, and another 10 classmates say they will be at the Friday night opening cocktail party. Ernie Garbe has arranged to provide some movies of the campus and classmates taken, believe it or not, while we were still at Columbia. Please return your reply card indicating your intention to attend, if you haven't already.

Prof. Hanan G. Selvin is moving in July to the State University of New York at Stony Brook, N.Y., to be a professor in and chairman of the sociology department. He reports that classmate and author Robert Lekachman has been head of the economics department there for the past year. Dr. George Minercini of Yonkers, N.Y., has been appointed to the board of directors of the Library Trustees Foundation of New York State. Leon Davidson of White Plains is now with Western Union Management Information Systems as a consultant in systems development.

Dr. Fred Spannaus, Brookfield, Conn., has given up general practice for a full-time position in the Emergency Room Service of the Danbury (Conn.) Hospital. M. Fred Kiachif, now living in Wilmington, Delaware, has married the former Marjorie S. Dowds of that town. President Johnson has promoted Douglas W. Coster to the second highest class in the Foreign Service. Mr. Coster is presently assigned to the Department of State as Deputy Director of the Operations Center. And last, but hopefully not least, your correspondent, Sandy Black has changed jobs and is now public relations director for the Licensed Beverage Industries, Inc.

43 Connie S. Maniatti  
60 Wall Street  
New York, N.Y. 10005

Eric Carlson writes, "I have just accepted an appointment as adjunct associate professor

for the fall term at the School of Architecture, to direct a seminar for the Institute of Urban Environment on World Housing and Urbanization Problems. This will be my third semester with this programme. My main job, since September 1964, has been with the United Nations, in the Secretariat, as chief of the Housing Section, Centre for Housing, Building and Planning." He adds that he ran into Ed Riker in Venezuela in April. Ed has been well-established with an accounting firm in Caracas for a number of years, and looks forward to attending the 25th anniversary reunion at Arden House next June. Charles C. Cole will take over the position of Provost and Dean of Lafayette College, Easton, Pa., as of July 1.

The Market Fair Gallery in Nyack, N.Y., opened its 1967 season with an exhibition of recent paintings and prints of Stanley Wyatt, who is now a professor of art at the City University of New York. Among the works on display was the series of linocuts which Wyatt designed as covers for 20th Century Views, a series of paperback recently published by Prentice-Hall. John M. Walsh was elected vice president, public affairs, of the New York Telephone Co., at the beginning of the year. Richard Skalak, professor of civil engineering at Columbia, participated in a 12-week biomedical engineering program at Fairleigh Dickinson University during the past semester.



EDWARD KERNER '44  
*Excellence in teaching*

44

Walter H. Wager  
315 Central Park West  
New York, N.Y. 10025

Dr. Edward H. Kerner, professor of physics, was one of eight University of Delaware faculty members honored this May with Excellence in Teaching awards, each of which included \$750. Albert P. Rygaec has become a member of the law firm of Orr, Brennan & Zierler, in Brooklyn, N.Y. George O. Totten, III, writes that since 1965 he has been teaching at the University of Southern California, where he is an associate professor of political science. This summer he will be teaching at Sophia University in Tokyo. He has also been invited to participate in the American Assembly which will be held under the auspices of Columbia University at Shimoda, Japan, September 13-17. Dr. Robert Jastrow, director of the Goddard Institute for Space Studies of the National Aeronautics and Space Administration, was one of 10 prominent persons to receive the first Columbia University Graduate Faculties Alumni Awards for Excellence this past April.

45

John M. Khoury  
9 Huguenot Court  
Tenafly, N.J. 07670

The first annual class dinner was held on January 24 at the Columbia Club. Dr. David

B. Truman, Dean of Columbia College, and Mr. Harry Coleman, Dean of Admissions, were our guests.

In attendance were the following class members: Leon H. Huston, Herbert E. Mecke, Thaddeus J. Czarnowski, Seymour Fisher, Walter Kretschmer, F. Colman Greene, Martin H. Zwierling, John A. Kiser, V. Peter Mastromarco, James J. O'Reilly, Alan Cathcart, Samuel N. White, George Vassilopoulos, William Chaplinsky, Barnett Zumoff, Henry C. Monroe, Donald Corwin, Joseph Lesser, William Diefenbach, Herbert L. Erlanger, Henry O'Shaughnessy, Mario DeOrchis, Ernest Morgenstern, Guido Dattaro, John F. Steeves and John Khoury.

After dinner Dean Truman graciously accepted honorary membership in the Class of 1945 which was affirmed with the presentation of a magnificent scroll.

Then both guests answered questions regarding Columbia. It was an evening to transport you back to the college life that once meant so much. Hearty thanks go to Herb Mecke, the dinner chairman.

Next January plan to come to the second annual class dinner.

In the meantime, John Kiser, class secretary, anticipates a record turnout for the Homecoming Game. His list of those who promise to attend is growing. Why not come along, too? With sufficient numbers, including families, special facilities can be arranged. Write to him at 11 West 44th St., New York.

Treasurer Joe Lesser reports fairly good response to our first request for class dues. However, he is still doing the bookkeeping in red ink. For 1968, please heed the request for the nominal class dues.

On the subject of money, Hank Monroe, our fund chairman, relates that we have not improved in our contributions to the Columbia College Fund. Certainly this can be changed if you realize the importance of this fund to the college.

Finally, out of Plattsburgh, N.Y., comes an invitation to old classmates from Donald Kasprzak, M.D. Stop in to see him when you are there. As a busy country doctor, Don wonders who will prescribe the new drugs for patients when so many physicians are in other phases of medicine. Any comments from the class M.D.s?

47

Frank Iaquinata  
30 West 60th Street  
New York, N.Y. 10023

Dr. Alan Berman has been appointed director of research at the Naval Research Laboratory in Washington, D.C. He leaves the position of director of Hudson Laboratories of Columbia University, where basic research in oceanography is performed. Henry C. Burger has earned his Ph.D. in Columbia's graduate department of anthropology. He does applied cultural anthropology for New York's Institute for Motivational Research. Daniel C. Hoffman, poet, essayist, and professor of English at the University of Pennsylvania, recently received a \$2,500 grant in literature from the National Institute of Arts and Letters.

Richard A. Freund, staff consultant on quality control at the Kodak Park Works of the Eastman Kodak Company, Rochester, N.Y., has been elected vice-president of the American Society for Quality Control, an international organization of professional people specializing in quality and reliability engineering. Everett F. Kahn sent us an announce-

ment of the opening of his New York law offices, which specialize in matters pertaining to Federal Government contracts.



ALAN BERMAN '47  
*Deep research*



JOHN HEYMAN '47  
*Philanthrophile*

Leonard S. Danzig was recently elected a Fellow of the American College of Physicians. He has been practicing internal medicine and cardiology in Red Bank, N.J. since 1956, and is an Associate in Medicine at Temple University. The New York Foundation, which makes grants to tax-exempt organizations in such fields as medicine, education and the arts, has elected Dr. John Heyman as its new president. Harry J. Bodenlos has been elected vice-president of technical and industrial services for Allen, Dornwald and Scroggin, a San Francisco advertising agency.

48

Dave Schraffenberger  
26 Quaker Road  
Short Hills, N.J.

Fred R. Messner has been elected director of Michel-Cather, Inc., a New York advertising, marketing and public relations agency. Mr. Messner is the author of a recent book, *Industrial Advertising*, published by McGraw-Hill, and for the past ten years has done a weekly column for *Printer's Ink*, a trade magazine for publishers. Hoke Brissenden has been appointed assistant vice president, personnel, of Becton, Dickinson and Company, manufacturer of surgical supplies in Rutherford, N.J. James B. Doyle of Rochester, N.Y., has been named Monroe County chairman of Columbia University's campaign to raise \$200,000,000 in capital funds over the next three years.



FRED MESSNER '48  
*Ad men*



50

Al Schmitt  
61 Hill Street  
Belleville, N.J.

Class elections will be held soon. President Mario Palmieri has appointed a nominating



committee which should have a slate named in time for the next class newsletter. Leo Mabel is now a vice president at Crowell-Collier, Macmillan, book publishers. John D. Rosenberg, associate professor of English at Columbia, lectured on "Literature and Ideology" at West Point last January.

## 51

George C. Keller  
117 Hamilton Hall  
New York, N.Y. 10027

Robert Harris, who for the last six years has been assistant to Chairman Frank W. McCulloch of the National Labor Relations Board



R. HARRIS '51  
On the Hill



D. RAPSON '51  
Jersey jurist

in Washington, writes that he has moved up on the Hill (Capitol, that is) and is now counsel to the Labor subcommittee of the Committee on Labor and Public Welfare of the Senate. Paul A. Wallace has become a member of the New York law firm of Soons & Soons. Another lawyer, Donald J. Rapson of Ashbury Park, has been appointed to the New Jersey State Board of Bar Examiners by the New Jersey Supreme Court. Robert T. McQ. Streeter reports that he has taken "the fateful, happy step" and is now married to the former Betty Mary Jacobsen. Bob is doing administrative work at C. W. Post College of Long Island University and Mrs. Streeter is a secretary in the investment field.

George Weiss won the 1966 award of the Washington Academy of Sciences for Outstanding Achievement in Mathematics, for the application of mathematics to problems in cancer research. He is presently chief of the Physical Sciences Laboratory of the Division of Computer Research and Technology at the National Institute of Health at Bethesda, Md., where he has most recently been engaged in research on the development and testing of models for the circulation of white blood cells in chronic myelocytic leukemia patients. Douglas F. Fraser, associate professor in Columbia's art history department, spoke in March on "Medium and Meaning in African Art" at the University of Florida.

## 52

Robert N. Landes  
250 Park Avenue  
New York, N.Y. 10017

ABC's "Wide World of Sports," which Roone Arledge is executive producer, has received two recent honors: an Emmy, for the second consecutive year, and a Peabody Award, for "television promotion of international understanding."

## 53

Fred Ronai  
J. Walter Thompson Co.  
420 Lexington Avenue  
New York, N.Y. 10017

Richard Clew has begun studies for the priesthood at the Pope John XXIII National Seminary in Weston, Mass., a unique institution which trains men over 30 in a four-year course for the Roman Catholic priesthood. A former executive director of the Columbia Alumni Association, Mr. Clew spent the past five years with the monastic order of Cistercians (Trappists), and will be ordained in 1970. James Barros writes that he has recently published a book which is a revised version of his Columbia dissertation (see "Alumni Authors") and has another book being considered for publication, and is presently working on a book dealing with the Secretaries-General of the League of Nations and the United Nations. During the summer and fall, he was in Geneva on a grant from the Trustees of the Carnegie Endowment for International Peace, and has now returned to Dartmouth, where he teaches in the Department of Government.

Edwin Robbins informs us that he is executive vice president and general counsel of Marathon Securities Corporation of New York, a Director of Packard-Bell Electronics Corporation, Los Angeles, and a recently-elected director of Professional Insurance Company of New York. Richard D. Deets has been appointed senior brokerage consultant at the Atlanta Brokerage Office of Connecticut General Life Insurance Company. Harry G. Harrington has been promoted to major in the U.S. Air Force. Major Harrington is a flight commander at Loring AFB, Maine.



RICHARD CLEW '53  
"Admit your limitations, work  
and pray like . . . !"

## 54

Bernd Brecher  
30 East 42nd Street  
New York, N.Y. 10017

The following, with various wives and girlfriends, attended the last Dean's Day on Feb. 11. Those of you who weren't there really missed something this time, especially a no-holds-barred symposium by various student leaders. On hand were Kamel S. Bahary, Walter A. Bossert, Jr., Bernd Brecher, Howard M. Esterces, Robert A. Falise, Solomon E. Farlie, Alan B. Fendrick, Odd G. Gjertsen, Alvin K. Hellerstein, George Hovancan, Leslie I. Levine, Frank G. Lugert, Harry P. Politi, Paul L. Schulman, A. Joshua Sherman, Peter P. Skomorowsky, and Robert P. Viarengo.

Your correspondent's wife, Helen, is a candidate for town office in Greenburgh, N.Y., on the six-"man" Democratic ticket also in-

cluding John Bonomi, '47. Ralph A. Smith is editor of *The Journal of Aesthetic Education* and co-director of the Office of Education-University of Illinois Aesthetic Exemplar Project, in addition to teaching at the University. This summer he will be director of an eight-week Institute for Advanced Study in Aesthetic Education, then in the fall he will assume a new and unique position as associate professor of aesthetic education in the History and Philosophy of Education Department, College of Education. He has written a flock of articles, edited an anthology, *Aesthetics and Criticism in Art Education*, and another book is forthcoming.



HENRY MAUER '54  
Major achievement



RALPH SMITH '54  
Beauty and truth

Robert A. Reynolds has been appointed assistant treasurer of Becton, Dickinson and Company, manufacturer of surgical supplies, in Rutherford, N.J. Henry A. Mauer, an air traffic controller at a forward U.S. Air Force combat base in Southeast Asia, has been promoted to major in the Air Force.

A final note: The executive committee solicits ideas for class activities, ranging from reunions as such, to intellectually stimulating events, to informal luncheons. You tell us what you would like to see planned, and make sure we earn our keep. Note to out-of-New York alumni: Are you using distance as an excuse, or is there really nothing you can think of to do in your own communities?

## 55

Elliott Manning  
52 Wall Street  
New York, N.Y. 10005

We now present the second half of the Tenth and a Half Anniversary Newsletter. The curtain goes up on the final act of the dazzling and spontaneous Happening known as "The Lives of the Class of '55," a star-studded production with a cast of hundreds.

(Some of this information is probably already outdated—so keep in touch and let us know about new developments.)

David Befefer reports as his home address Long Valley, N.J., and then goes on to report that he is Chief of Professional Services and Chief of Surgery at the 31st Field Hospital which is located in Korat, Thailand. How's that for a commute? Dave is also involved in the People-to-People program in the surrounding communities, where he acts as surgical consultant to two local hospitals and heads the American team of the combined Thai-American anti-tuberculosis project. Dave's family, consisting of his wife Susan and two sons, have accompanied him, at his expense, and "have had a ball."

Joe Berkowitz is a quality control engineer at the Autometrics Division of North American

Aviation in Anaheim, Calif., and lives in Tustin. He writes, "Hobbies: Joe - Acting (have appeared in a number of plays locally); Diane - Radio (is writing and taping radio shows like mad trying to get a show of her own); David (11) Has long hair and plays a guitar. (If that isn't descriptive, what is?); and Judith - Her hobby is being a nine-year-old (which is a full-time job)." Sheldon Bloom is assistant registrar at Queens College in charge of the summer sessions. Shelley started out as one of our legal eagles but went back to Columbia (TC) for his Masters and joined the ranks of the educators.

George Christie is a professor at University of Minnesota Law School, where he teaches jurisprudence and international law. He is a contributor to the *Minnesota Law Review* and *British Year Book of International Law*. He and Susan live in Mpls., Minn. Robert E. Davis of Garden City, N.Y., has been appointed an assistant treasurer in the Farmingdale Office of Bankers Trust Company, New York. He and his wife Elizabeth are the parents of two children. Michael *Dran* is a field engineer for the Hewitt Robins division of Litton Industries in Charleston, W. Va. He handles sales and engineering of mine conveyors and conveyor equipment and other mining equipment. He and his wife Jeannette have four children. Gordon *Kaye* is one who cannot seem to get away from Columbia. He is an associate in surgical pathology and director of the F. Higginson Cabot Laboratory of Electron Microscopy at P & S. He says he does "research in transport physiology and finestructure of transport systems." Gordon and wife Nancy, along with two daughters, live in Palisades, N.Y. Lew G. *Larusso* is reported by Frank *Laudonito* to be living in Itasca, Ill. and to be married and have two daughters. Frank *Laudonito* has really taken to the air. He aids the stork as an obstetrician at England Air Force Base in Alexandria, La., where he lives with wife Gloria and Frank, Jr., and Laura. Robert Dillingham has been appointed manager of *Sports Illustrated's* Cleveland advertising sales office.

Ron *Manca* is manager of the IBM Corporate Product Center on Madison Avenue. He lives with his wife, Laura, and two sons and a daughter, at 7 Drexel Court, but where Drexel Court is, is a matter to be referred to one of Ron's machines—we couldn't translate it. When he isn't preparing, printing, mailing, etc., etc. Class Questionnaires and Newsletters, Elliott *Manning* is an associate lawyer with the Wall Street firm of Cleary, Gottlieb Steen & Hamilton. When not on The Street specializing in taxation, he's on the Road—Schrade Road, Briarcliff Manor, N.Y., with his wife, Gail, and sons, Evan and Tom. Al *Martz* is vice president of Reliable Thread Co., Inc., in Manhattan and also has the stock market sewed up as a limited partner in the Wall Street firm of Herold, Wilson & Gerald. He was married in December 1965.



E. MANNING '55  
Author, author!

Captain Judah *Maze*, when last heard from, was a psychiatrist with the Air Force in Japan. By now he should have left the service—he was hoping to set up psychiatric practice in the New York City area. He is "unmarried-still." Richard I. *Mazze*, another of our military medical men, is a major in the U.S. Army Medical Corps. He is putting G.I.'s to sleep at 2nd General Hospital in the Rhineland; he is chief of the Anesthesia and Operating Room Service at a 450-bed Army hospital in Landstuhl, Germany, and also finds time to publish on new anesthetic techniques. He is married to Rosalind and has three children. Lew *Mendelson* just recently moved into a new house in Washington's suburbia, in Potomac, Md., a few doors down from classmate Ron *Dubner* (see the last issue of CCT). Lew is special counsel in the SEC's Division of Corporate Regulation, has been engaged in studies of the mutual fund industry, and is expecting a promotion to be put in charge of Black and Blue Mondays on Wall Street. Lew and his wife Arline "Boots" live with two daughters.



ROBERT DAVIS '55  
Money matters

William F. *Mink* is now completing his residency in orthopedics at the University of Utah, after having done time as a Captain in the USAF Medical Corps. Bill and Nan, a son and a daughter, live in Salt Lake City. Harold P. *Mitrani* can get it for you wholesale at Milco Industries, Inc., of Bloomsburg, Pa., where he is director of manufacturing warpknit fabrics and sundry unmentionables. He outfits, among others, his wife Paula, two daughters and a son, who all reside in a 90% dacron-10% cotton house in Bloomsburg. Albert *Momjian* is one of those famed Philadelphia lawyers, partnering it up with the firm of Abrahams & Loewenstein. He and his wife Esther begat twins Mark and Carol back in '61.

Henry *Nachamie* is kept busy delivering twins, etc., as a physician and Chief of Obstetrics and Gynecology at General Leonard Wood Hospital. Hank and his wife Sandra have two girls, but whether or not delivered as well as produced by Hank is unknown. All the Nachamies live in Fort Leonard Wood, Mo. John O. *Newell, Jr.* is another good man to know when you need a buck. He is Assistant Cashier-Operations Division of the Hartford National Bank & Trust, Hartford, Conn., is a member of the Connecticut State Council and treasurer of the Hartford, chapter of the National Council on Crime and Delinquency. He is also president of the C.U. alumni club of Hartford. He and his wife Barbara have two children and live in West Hartford. Anthony D. *Nicastri* and his wife Ann have a daughter and live in Manhattan. Tony is an M.D. and Chief of Surgical Pathology Anatomy at the Hospital of the State University of New York Downstate Medical Centre in Brooklyn, where he is also assistant professor of pathology.



R. DILLINGHAM '55  
Scores in sales

Rickey A. *Novak* is an assistant professor of German at Wilson College in Chambersburg, Pa. He is married to the former Sigrid Scholtz and they have two boys. Beryl *Nusbaum* is practicing law in his home town of Rochester and has recently become a partner of Woods, Oviatt, Gilman, Sturman & Clarke. He and his wife Joan have three children.

John O'Hearne is Assistant Southeast Regional Director of the College Entrance Examination Board (remember them?) in Austin, Tex., and works in tandem with college financial aid officers in administering scholarships and other financial aids to students. He is married to Constance and has a son. Herman *Okean* is electrical engineer doing research and exploratory development of microwave solid state devices at Bell Telephone Labs in Murray Hill, N.J., having received his Eng. Sc.D. from Columbia's School of Engineering. He, his wife Maxine and two daughters live in Livingston, N.J., where he is a member of the Jaycees.

Neil *Opdyke*, who is apparently the only class member who took seriously numerous Geology A1-A2 outings to the Palisades and the clay pits of Triassic, N.J. (or was it Quaternary?), is a research associate in Paleomagnetism and paleoclimatology (did the Neanderthals have a Tex Antoine among them?) with the Lamont Geological Observatory, Palisades, N.Y. His publications list is available on request, he says, for the curious. Neil and Marjorie and their three sons may be reached at Valley Cottage, N.Y. Jack *Orcutt* is director of student affairs at the Dutchess Community College, Poughkeepsie, N.Y. He was unsuccessful in his 1964 run for the local Board of Education, but has managed to find other work as a trustee of the Wappingers Falls Presbyterian Church, a director of the Poughkeepsie Neighborhood Services Organization, and a member of the Dutchess County Council of Churches' Committee on Human Relations. His other human relations are his wife Lelanie and their son and daughter, all living in Poughkeepsie. Tony *Palladino* is reported by the Staten Island *Advance* to be the best local tennis player on the S.I. courts, having achieved a grand slam in S.I. tennis titles, including a mixed doubles title with wife Jo-Ellen. Tony is an English teacher at Dreyfus Junior High School.

Capt. Barry P. *Pariser* has just become a Board-certified otolaryngologist, and is stationed with the fly-boys at the U.S. Air Force Academy, Colorado Springs, Colo. Barry and Deborah are raising two cadettes. Robert I. *Pearlman* is a patent attorney with Esso Research & Engineering, Elizabeth, N.J., and a lecturer in law at Columbia Engineering School; he holds memberships in the New York Bar, the N.Y. Patent Law Association, and the Chemists' Club; is single and lives in Brooklyn. Jerome S. *Plasse* is Assistant Chief of General Surgery on the staff of the U.S.

Naval Hospital, U.S. Naval Academy at Annapolis; Jerry and Barbara are the parents of three sons and patriotically reside on Americana Drive.

Roland Plottel is a patent lawyer with Western Electric. He and his wife Jeanine live uptown and have two children. Gerald Pomper is associate professor of political science at Rutgers University and reports that he presented a 26-week lecture series on ABC-TV entitled "Presidential Politics," published articles and two books, *Nominating the President* and *American Party Politics*; Gerry does his writing a good deal at home, in Highland Park, N.J., ably assisted by his wife "Mickey" and their two sons. Aaron Preiser keeps busy trying to keep Bob Pearlman busy. He is Senior Engineer, New Product Development for Esso Research and Engineering in Linden, N.J. He is also a professional engineer in New York. He lives in Norfield, N.J. with his wife and their two children.

Michael H. Pressman is working toward his doctorate in engineering science at N.Y.U. but already ranks as assistant professor of engineering at the C. W. Post College of Long Island University, where he teaches statics, dynamics, strength and advance strength of materials, and the history of science. He and his wife Phyllis and their daughter live in Douglaston, N.Y. Wallace Preut took NROTC seriously and is now a lieutenant commander in the Navy serving as an anti-submarine warfare officer. He may not have a girl in every port, but has three in Norfolk, wife Marsha and two daughters, as well as a son.

Donald Pugatch is engaged in the private practice of psychiatry and is also chief resident of in-patient service at University Hospital in Boston. He is married to Elizabeth and the father of two. They live in Cambridge. Mike Pybus is director of development at St. Mark's School of Texas, an independent boys' day school in Dallas. "Director of development" here euphemistically covers facilities and program planning, fund-raising, alumni affairs, and public relations, and, with all this, Mike teaches Russian, too. He last worked for Sargent Shriver in Washington on the Peace Corps staff, is now active in the Dallas Democratic Party, which is kind of a "rags-to-riches" story when you think about it. He also produced four children.

Stephen Rabbin is an attorney with his offices on Exchange Place. While his business takes him downtown, his home (and, we trust, his heart) is still close to Alma Mater, on West End Avenue. Daren Rathkopf lives in Brooklyn with wife Mira and their daughter. He is an attorney with Rathkopf & Rathkopf in downtown New York, engaged in general practice with emphasis on zoning. Richard Ravitch is another attorney who doesn't live too far from campus, on Central Park West. He is attorney for HRH Construction Corp., which builds middle income housing. Among Dick's extracurricular activities (when he's not making the front page of *The New York Times*) are directorships of the National Housing Conference; National Committee Against Discrimination in Housing; Citizens Housing and Planning Council of New York, of which he is V.P.; Fair Campaign Practices Committee; and Jewish Family Service of N.Y. He also served as a U.S. Delegate to the United Nations Conference on Housing, Planning & Building, Dick, when do you get to see wife Diane and little Joseph and Steven?

Morton C. Rennert, on the other hand, won't have the problem of finding time for his wife until he finds a wife. Mort's practicing General Dentistry and living in Valley Stream, N.Y. Like most of our class bachelors,

he doesn't have much to say about what he does with his spare time. Merrill Ring is former Senior Editor for the *American College Dictionary*—he'll probably blue pencil this newsletter to death. But maybe he's too busy in his present position as assistant cashier in bank investment securities for the Bank of America in San Francisco. He specializes in analyzing municipal bonds and preparing economic studies of specific state areas. Merrill lives with his wife Rosemary and daughter Julia in San Rafael. Donald Rivin is using his Ph.D. as a research chemist for the Cabot Corporation in Cambridge, Mass. He's a group leader doing fundamental research in physical organic chemistry. Don has several publications and patents (profitable we hope) to his credit. He and his wife, Marcia, have four children, and this group lives in Framingham.



H. SCHEIBER '55

#### History . . . and before



NEIL OPDYKE '55

Norm Robbins is also doing research—at the National Institute of Mental Health in Bethesda, Md. If memory serves us, since he didn't write it, he's an M.D.—and his field is neurophysiology. Norm lives in Potomac, Md. Edwin L. Rodgers is a radiologist, but he didn't take any chances and told us he's an M.D. He's living with Gayle and daughter in Van Nuys, Calif. He practices in Beverly Hills, so if you want to know what Claudia Cardinale's bones look like . . . Norman S. Roome is another military physician with a long commute. He gives as his address Fort Leavenworth, Kansas, but is General Surgeon with U.S. Forces in the Dominican Republic. Here's hoping he can get home soon to wife Judith and their two daughters. Harold L. Rosenthal is a lawyer in general practice with the firm of Turner & Rosenthal in Oceanaside, N.Y. He, his wife Marilyn and their son live in Brooklyn. Besides being a Master Mason, Hal is also a Director of Camp Pokono-Ramona, a children's summer camp near the Delaware Water Gap, Pa.

Jerome Rosenthal is a physician at the U.S. Army Hospital, Fort Hood, Tex., where he is on active duty. Jerry tells us he's not only chief of the department of othologyngology, but he's also the only member of the department. Diogenes, put out that lamp, you can find your man in Killeen, Tex. Arthur Rosett is helping build the Great Society as assistant director of the President's Commission on

Law Enforcement and Administration of Justice. Since that's not enough to keep him busy, he is also a lecturer in law at Columbia and teaches a seminar in trial practice. He lives in Washington, D.C. with his wife Susan and three children. Ralph A. Rossi is another of the boys who've had a busy time. Since leaving Columbia, Ralph spent three years in the Navy, married Martha, received his M.B.A. from Harvard, went to work for General Dynamics, had four babies and became controller and personnel manager for The Valge Co. Inc., Rochester, N.Y. Ralph and his group live in East Rochester.

Roth, Jesse has apparently filled out too many government forms in his position as senior investigator, clinical endocrinology, at the National Institute of Arthritis and Metabolic Diseases, Bethesda, Md., and is a bachelor as well as a physician. Herbert S. Rubinowitz is another of our bachelors and was another chief of department (Chief of Neurology, U.S. Air Force Hospital, Maxwell AFB, Alabama). Come clean, Herb, how many other neurologists were there? Anyway, Herb has left Uncle Sam and is now practicing in Manhattan. Back among the married men again, Albert Sacknoff is a physician and a member of that disappearing breed known as the GP. He practices in Huntington, New York. Despite night calls, he and his wife Joyce have three offspring.

Donald M. Schuyfert has added four to the population problem, three boys and a girl. We'd better give some of the credit to Don's wife Joan, who takes care of them all in Westwood, N.J. When the boys let him out of the house, Don is sales rep. for IBM, Office Products Division, Paterson, N.J. Theodore Scharf is engaged in private practice as a surgeon in Santa Fe, N.M. He and wife Barbara have three children. Edwin Schechter is in industrial operations research with Lever Brothers in New York where he operates as a Manufacturing Operations Analyst. When not operating on production schedules, logistic and inventory control, Ed goes home to his wife Audrey and two children in Stamford, Conn. Harry Scheiber is an associate prof. of history at Dartmouth (such poor taste) specializing in 19th Century American history. He is the author of two books, *The Wilson Administration and Civil Liberties* (1960) and *U.S. Economic History* (1964), and two children, the latter works co-authored with his wife Jane. Robert Schoenfeld is a consulting physician for Nassau County. When we last heard from them, he and his wife Ursula were expecting their first child. They live in Flushing, N.Y.

Arnold Schwartz is an instructor and attending radiologist at Temple University Hospital and lives in Philadelphia. Michael U. Schwartz is a bachelor and has recently become a partner in Hecht, Weingarten & Co., a Wall Street firm specializing in insurance stocks. Since Columbia he has had a varied career as an Army CIC investigator and Harvard Business School student (M.B.A.), and a business broker and consultant (which activity he still continues to some degree). He also claims to play the baritone ukulele with some facility, and to have written doggerel which may approach poetry some day, but did not submit a sample. He lives in White Plains, N.Y. Harold Seidler is reported by Len Zamore to be living in New York City. Charles K. Sergis is the man who really should have prepared this newsletter, since news is his business. He is a wire service newsmen with the Associated Press in Newark. He and his wife Pilar live in Metuchen, N. J.



Ferendinad J. Setaro is a membership administrator for American Management Association, the world's largest management education complex, and a professional writer. For the curious, among his writings are the recent class letters. He also lists himself as the author of "the world's most elucidating unwritten thesis for the NYU Graduate School of Public Administration which would have led to the degree of master of public administration," and states "am contemplating the start and non-completion of another master's degree to prove that it is knowledge I seek, not parchment. Am contemplating starting a movement to have public burnings of graduate degrees not received." Sidney J. *Shenberger* is the man to write if you're watching the boob tube more and enjoying it less. He is the executive in charge of new program development and "right-hand man" to senior vice pres. in charge of television production at Universal City Studios in California. He and his wife Lorraine live in Los Angeles, with two sons. Edward M. *Siegel* has only recently left campus. He has been legal assistant to the Dean of Columbia Law School, a man who we would have thought would be giving rather than receiving legal assistance. Ed is now "house counsel" for Transportation Displays, Inc. in midtown. He is another of our bachelors and lives in Brooklyn.

Another lawyer is Herbert *Silver*, who is associated with Abraham & Koenig in midtown New York, specializing in bankruptcy, corporate and commercial work. He and his wife Lorraine live in Somerset, N.J., with their two daughters. James *Silver* is minister of the Community Church in Laurence Harbor, N. J. He and his wife Janet have one son. Alan R. *Sloat* is an attorney doing corporate and securities work for The Equitable Life Assurance Society of the United States in Manhattan. He and his wife Phyllis have two sons.

Sheldon O. *Smith* and his wife Helaine live in West Hempstead, N.Y., with their two children. Sheldon is a public health engineer with the Nassau County Department of Health, specializing in water resources problems. He received his master of civil engineering in 1961 from NYU. If you want to know what an endodontist is, ask Charles S. *Solomon*. He is one and defines it as a specialist in root canal therapy. If your root canals need therapy, Chuck's office is in Brooklyn, as is his home. He is married to the former Brenda Barnett. Our other class wise man, Harvey *Solomon*, is a trial attorney in the Bureau of Economics of the Civil Aeronautics Board in Washington, dealing with administration of the Board's subsidy program for local airlines. He is vice president of the National Capital Chapter of the American Jewish Congress. He doesn't know his wife's name and lives in Washington.



C. SOLOMON '55  
Radical changes



B. SULLIVAN '55  
A friend indeed

Bob *Sparrow* is the man to see if you find yourself on the wrong side of the law. He specializes in criminal trial work with Sparrow and Sparrow in Queens. He is still active in National handball competition, placing in the top eight for the last 4 years, having been all-University champion for four years way back then. Fred *Spengler* is an industrial engineer and standards specialist in computer systems work for Stomberg Carlson in Rochester, N.Y. He also manages to find time to teach mathematics in the evening at the Rochester Institute of Technology, to serve as a Captain in the Air Force Reserve and for something called the Columbia Club of Rochester, as well as for his wife Diana and two children. Ronald M. *Spitz* is the vice president responsible for all administrative and service operations of Pocket Books, Inc. in midtown Manhattan and is a member of corporate operating management committees. He is a bachelor.

Sherman D. *Stark* is a psychiatrist in Pater-son, N.J. He and his wife Isabel have two girls. Lewis B. *Sternfels* was sworn in as a member of the California Bar on January 5, 1966. His specialty is patent, trademark and copyright work, and he is associated with Harry Kotlar, Esq. in Beverly Hills, Calif. He is a bachelor and lives in Los Angeles. David *Stevens* coordinates marketing, research and development and manufacturing activities relating to new products and packaging of proprietary drugs for Menley & James Laboratories in Philadelphia. He was also co-chairman of the class's successful effort in the Gym Fund campaign. Dave is married to the former Dorothy Anne Blaisdell and has one son.

Burnell D. *Stripling* is an internist in Colorado Springs, Colo. He and his wife Jane have two sons. Barry F. *Sullivan* is our "friend at Chase Manhattan." He is a Vice President of the bank responsible for bankwide specialized lending activities and relations with the financial community. Barry and his wife Audrey live in Bronxville, N.Y., with their three boys and one girl. David *Sulman* is in Federal prison, but not as a result of a brush with the law. He is completing a two-year stint with the U.S. Public Health Service as an internist at the Medical Center for Federal Prisoners in Springfield, Mo., where he and his wife Miriam live.

Howard *Sussman* has recently opened his office for the practice of internal medicine and gastroenterology in New York City. He is unmarried. David *Sweet* is national training director for Junior Achievement, Inc., which means organizing and running training programs for Junior Achievement staff personnel throughout the U.S. David and his wife Jane have achieved the only set of triplets reported, two boys and a girl, born April 7, 1962. They also have another girl. They live in Seaford, L.I., N.Y. Ralph *Tanner* is a family physician in San Jose, Calif. He also has a family consisting of his wife Martha and two boys. He has had four articles published in various technical journals. Morris P. *Tenner* reports no family. Mike is a lawyer, is vice president of Allied Discount, Inc., a sales finance company with subsidiaries in the food industry and in automobile leasing. He lives in Jamaica Estates, N.Y.

Robert J. *Thonus* really gets around as an engineer specializing in petroleum and petrochemical plant design and construction. He is technical assistant to the European Construction Manager of Badger, N.V. of the Hague, an affiliation of Badger Co., Inc. of Cambridge, Mass. He and his wife Janet have a sort of small U.N. at home in The Netherlands.

lands, consisting of Terese, born in Cartagena, Colombia. Jean, born in Haverfordwest, Wales. Nancy, born in Flemington, N.J., Tim born in Winchester, Mass., Ted born in The Hague, The Netherlands. Rodney S. *Thurston* and his wife Janet have a full house in Los Alamos, N.M.—three queens and two kings. Rod is a mechanical engineer at Los Alamos Scientific Laboratory doing "engineering research at extremely low temperatures" (and we always thought Los Alamos was hot). He is the winner of the Prize Paper Award at the 1965 Cryogenic Engineering Conference and attributes his success to Freshman English.

Gersam *Toffi* is a research associate at the Salt Lake Valley Hospital and Instructor of Medicine at the University of Utah College of Medicine, teaching and researching cardiopulmonary disease and internal medicine. He, his wife Edith and his two children live in Salt Lake City. Lester *Tractman* is reported by Jay Joseph and Evans Gerakas to be working at African American Labor Center in New York. J. Robert *Tuthill* is living in Larchmont, N.Y.



H. SUSSMAN '55  
Inside job

James *Ullman* is an attorney in general practice in Meriden, Conn. He is also assistant corporation counsel of the City of Meriden, Justice of the Peace (elective) and President of the Family Service Association of Meriden, but doesn't report any family of his own. Michael T. *Vaughn* is a colleague of Marvin Greenberg at Northeastern University, and is an associate professor of physics. He also does research in elementary particle physics and has occasional articles in professional journals. Mike is presently studying Japanese. He and his wife Arlene live in Boston. Steve *Viederman* reports that he is a philanthropist which does not mean he is a lover of man-like creatures, but that he is an education foundation official. He is executive assistant at the Carnegie Corporation of New York, responsible for development of the foundation's programs in international affairs, and is also working in areas of urban and Negro education. He had an article in *The New York Times* Education supplement in January 1966 and co-edited the American Bibliography of Russian and East European Studies for 1963, 1962, 1961 and 1960. Steve and his wife Gretchen have two children and live in Leonia, N.J.

Carl von *Conta* is still singing—but not for his supper—with a group called the "Windjammers" which we know have short (if any) hair and sing understandable words and melodies. Carl is the immediate past College Fund Class Chairman and has led our class to its best efforts ever. Congratulations, Carl! He is also active in his church, All of which is done when he's home from his travels as Eastern Sales Representative for William Pryn, Inc., New York City. Carl,

his wife Mary, and five-year-old Martha live in New Rochelle, N.Y.

Ralph Wagner is another loyal member of the Society to Prevent GIGO (Garbage In, Garbage Out, for the uninitiate in the mystic arts of the computer), since he is assistant sales manager for the Service Bureau Corp., Boston, which deals in contractual data processing. Ralph and Audrey live with their two children in Wellesley Hills, Mass.

Gerald Wehmer and his wife Francine are both assistant professors of psychology at Wayne State University. Gerald not only teaches but also does research and therapy in clinical psychology. He lives in Detroit. Eugene Weiner is Rabbi of Beth Jacob Synagogue in Hamilton, Ontario. Gene and Anita have two sons. Henry C. Weinstein lives in the Bronx, N.Y. and carries an M.D. after his name. William Weinstein is now a tutor and university lecturer in political theory at Balliol College, Oxford. He is chairman of the Oxford Consumer's Association, the largest local association of its kind in Great Britain. Bill and Marion live with their two children in Oxford, England (and in England, call Oxford 5-5535).

G. Kevin Whitfield is reported by Dan Gershenson to be living in Middletown, Conn. Robert Wilkinson says he still is single "and nothing else to report." We could comment that some of our married brethren might say that's the most noteworthy thing to report. Bob is manager, Internal Audit, West Virginia Pulp & Paper Company, New York City. He maintains his (palatial?) digs on Sixth Avenue (that's Avenue of the Americas to some). David Winter is another of the boys who followed Ike to Walter Reed—but Dave is at the Walter Reed Army Institute of Research where, as a neurophysiologist, he directs a program of clinical and basic research in physiological aspects of neural function in the Division of Neuropsychiatry. Dave lives with Frederica and three children in Bethesda, Md. Dave should get together with Shelly Wolf, who is a neurologist with the Southern California Permanent-Medical Group in Los Angeles. Shelly has a number of publications to his credit, including *Neurologic Aspects of Behcet's Syndrome*, a couple on *Myasthenia Gravis* (one in conjunction with Systemic Lupus Erythematosus) and, our favorites, "The Effect of Allogeneic Bone Marrow on Lethally Irradiated Thymectomized Mice" and "Effect of Age and Sex on Sensitivity to D-Tubocurarine in the Rat." When not writing, Shelly lives with Barbara and son Jonathan in Northridge, Calif.

Our other Wolf, Henry (Hank), describes himself as "Aerospace-Human Engineer" and says that he is "Lem Project, Group Leader, support design of GSE, Launch Pad operations, special environmental studies." He does all of this, whatever it is, for Grumman in Bethpage, L.I. He lives in Jamaica, N.Y., with his wife Gail and son Mark. Leonard C. Zamore runs the Downtown Luncheon Series of the College Alumni Association and is putting on a fine program. The food may not be a gourmet's delight, but the speakers are almost invariably interesting. In his spare time, Len is an attorney with Valentic, Leighton, Reid & Stock, specializing in estate and real estate, some tax and anything else he can be convinced to undertake. He and Ellen have a son and live in Garden City, N.Y. Robert Zeph is another lawyer, doing negligence and real estate work in Smithtown, Long Island. In addition, Bob is president of Kirk Club and Deacon of the Presbyterian Church, President of St. James Restoration Committee and a number of other civic type groups.

Daniel Zwanziger is reported by Marvin Greenberg to be living at Washington Square Village, New York City.

#### CLASSIFIED SECTION

##### Lost, Strayed or Stolen

The following classmates are off our mailing list. Any clue, whether or not a complete address, gratefully accepted: Daniel Beraud, Allan Ceen, Arthur Cullins, Robert Dairs, Frank Deirto, Peter J. Doerr, Roger Dumont, Alan S. Dunn, William Klein, Herbert Levine, Daniel North, Joaquin Ramirez, Russell Richardson, Derk Roelofsma, Frederick Schaschig.

##### Help Wanted—Male

College grads. needed to assist with College Fund Drive. Low pay. Contact Chuck Garrison, Hedwin Corp., 609 Fifth Avenue, New York, N.Y. (212) PL 2-1120.

**56** Lee Seidler  
54 West 16th Street  
New York, N.Y. 10011

The San Diego Junior Chamber of Commerce named Richard C. Capen, Jr., as its 19th "Outstanding Young Man" this past January. Director of public affairs for the Copley Newspapers in La Jolla, Calif., Capen has been extremely active as a public speaker during the past two years, speaking on such themes as contemporary trends in America and the need for a better informed citizenry. He has also been active in the Republican Party and is a member of numerous community and professional organizations.



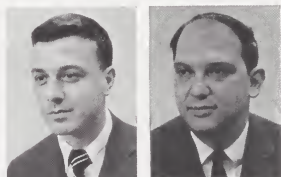
R. CAPEN '56      DAVID KRAMER '56  
*Outstanding Californians*

Another Californian, David Kramer of Santa Ana, has been honored. The climate out there must agree with Class members! He was among 18 salesmen recognized by the Perma-Cell Division of Johnson & Johnson for outstanding sales achievements during 1966 at an awards banquet in New Brunswick, N.J.

**57** Donald Clarick  
51 Bayard Street  
New Brunswick, N.J.

Major Richard Cohen, having completed a year as Chief of Medicine at the 17th Field Hospital in Saigon, Vietnam, was recently awarded the Bronze Star Medal for meritorious service. He is presently a research associate in hematology at the Walter Reed Army Institute of Research in Washington, D.C. Robin B. S. Brooks has been appointed to the faculty of Bowdoin College in Brunswick, Maine, and will begin teaching there as an assistant professor of mathematics in September.

Two of the lawyers in the class have found new homes: Michael Rudolph Russakow has become a member of the firm of Paley, Levy & Fino, while William A. Bramlette, Jr. has become associated with Wolf, Haldenstein, Adler, Freeman & Herz.



A. RIZZUTO '58      M. ZELIN '58  
*Teaching at Tufts*

**58** Barry Dickman  
Room 2650  
120 Broadway  
New York, N.Y. 10005

Ten years ago, the Class of 1958 entered its senior year. Soon, 10th reunion time will arrive. Keep an eye out for reunion plans, to be announced by Class President Marshall Eroni. Marsh will be working with Class Treasurer Howie Orlin to produce an attractive and interesting program.

'58 graduates who have stayed in the New York area may have spotted in *The New York Times* the names of classmates such as Stan Goldsmith, chief resident in medicine at Kings County Hospital, who was interviewed in the course of State Senator Thaler's investigation of New York City hospitals; Bill Esberg, a successful competitor in recent major bridge tournaments; Bob Fogelson, of the Columbia U. history department, whose report on the causes of riots in Negro ghettos was quoted in Congressional hearing; and Sid Jones, a graduate student at the Columbia School of Social Work, who was assigned as part of an experimental program to the national office of CORE, and has helped organize a boycott of a Harlem school. Bearded Henry Kurtz was photographed at the West End Bar, where he was undoubtedly gathering material for his free-lance writing. Class V-P Ron Szczypkowski hasn't gotten his name into the news, just his "zip" number—Ron, who has returned to school, at Teachers College, served as statistician for the N.Y. Jets last fall.

Other classmates are far from New York, thanks either to military service or their own wanderlust. Herb Machleder is a Peace Corps doctor in Ecuador. Fencers Joe Bloom and Tom Moshang are army doctors who met in Alaska. Tony Oppenheimer sends regards from London, where he is doing postdoctoral research on a U.S. Public Health Service fellowship. Pianist Dick Gatti, stationed at an army hospital in Eritrea, put on a concert this winter. Farther south, Moe Amitay is political officer at the U.S. Embassy in South Africa.

Pete Barth, when he's not teaching economics at Ohio State, has been studying manpower problems in the underdeveloped countries of South America. Others in the academic world are Anthony Rizzuto and Martin L. Zelin, both of whom became assistant professors at Tufts University this year. Tony

was appointed to the department of romance languages and Martin received a dual appointment to the University department of psychology and the Medical School department of psychiatry. Robert R. Jespersen is associate director for Career Services at Princeton. Bryan Isaacs is back from the Fiji Islands and poring over the earthquake records he compiled there at Lamont Geophysical Laboratory.

Lou Stenberg is a lawyer with AID in India, and Bert Hirschhorn and Gerry Keusch are at SEATO medical research labs in Pakistan. Dr. Mike Sparago is back from Vietnam, but naval officer Pete Hutchinson and Major Robert Orkand are there now. Arthur S. Levine, M.D., recently left the department of pediatrics at the University of Minnesota Hospitals to join the USPHS with the rank of Lt. commander. Arthur is listed in this year's annual *Outstanding Young Men of America*. The Navy has sent submariner Bob Rosen to Hawaii and Stu Huntington to Scotland.

Also in Europe are Gerry Feldman, on sabbatical from teaching European History at Berkeley. Switzerland is home for Roger Laurence, with the Bank for International Settlements, and Mel Lechner, Geneva, with Investors Overseas Services, adviser to the Fund of Funds. And Carl Stern, NBC's Supreme Court reporter, spent some time in darkest Mississippi during the latest troubles.

The '58 bookshelf: *The Artist in American Society* by Neil Harris; *World Peace Through Space Law* by Jerry Morenoff; *The Decline and Fall of Daphne Finn*, a first novel by R. Bruce Moody; *Deterrence Before Hiroshima: The Airpower Background of Modern Strategy* by George H. Quester, who will become an assistant professor of government at Harvard on July 1. Bill Claire is working on a book about publisher and poet Alan Swallow. Larry Shainberg is a novelist who also freelances for *Esquire*, and poet John Giorno appeared at an NYU arts festival with pop artist Robert Rauschenberg.

Stan Schachne has left the space program and now works for General Electric, in Philadelphia. Mort Goldman is a sales engineer for G. E. Stockbrokers in the class include Mark Sonnino, Dave Londoner, Marsh Front, and Len Factor. An independent businessman is Don Manes, who has his own community and regional planning firm in Little Rock.

The Washington, D.C. delegation includes Padraic Kennedy, who has left the Peace Corps to become deputy director of VISTA-OEO; Morty Halperin, our expert on China, who is now with the Defense Dept.; and Mark Weiss, special assistant to the Undersecretary of the Treasury.

Speaking of our reunion, perhaps we can reassemble the Blue Notes and have them sing for us. Bob Hanning has taken time off from teaching English at Columbia to do research for another book in Europe. Dr. Buz Covey will become a fellow in hematology at Yale on completing his residency. Howie Winell is an account executive at Merrill Lynch. And Steve Paul has abandoned his travels for the time being and returned to his first loves, music and Columbia, where he is studying for his doctorate in musicology.

59

Jack Kahn  
55 McLean Avenue  
Yonkers, N.Y.

Violinist Francis Fortier, recipient of the 1966 Bath Festival Award, helped write and performed in an entertainment featuring violin



FRANCIS FORTIER '59  
*Child's play*

and dance, *The Magic of Domenica*, which was given at the 92nd Street YW-YMHA in March, in a showcase production of Children's Theatre International. He will direct this summer's Bar Harbor Festival, Aug. 12-18. David Rosand, instructor in art history at Columbia, was one of 267 scholars throughout the nation to receive the first fellowships awarded by the National Endowment for the Humanities. The fellowship will provide him support for this summer.

60

Louis M. Minotti  
1130 Raymond Boulevard  
Newark, N.J. 07102

Stephen Cooper recently sent us a clipping from the April 11 issue of the *Times* which mentions his fellow-attorney, Philip Hirschkop, who represented the American Civil Liberties Union in the Supreme Court arguments on the constitutionality of the Virginia anti-miscegenation statutes. Steve included the information that Phil became interested in civil rights litigation while still attending Georgetown Law School. He has now organized his own law firm with two other young attorneys in Alexandria, Virginia, and spends his compensable time as a negligence lawyer, but still devotes much time to voluntary civil liberties work. About himself, Steve writes that he has moved to the New York law firm of Weil, Gotshal & Manges, where his work is mostly with foreign corporate enterprises with extensive business interests in the United States. His most exciting bit of news, also international flavor, is that he and Linda plan to spend three weeks in Europe this summer, mainly in Italy.

Rabbi and Mrs. Al Axelrod are busy with their second child, Robin, while Rabbi Axelrod is currently serving as the Jewish Chaplain at Brandeis University and Wellesley College. He is also a Ph.D. candidate at Brandeis in Near Eastern and Judaic Studies. Dr. Robert Segal and Susan are busy with their third child, while Bob is an assistant professor of mathematics at Rutgers University. Ralph Galdo has now established a front on the West Coast where he zealously pursues the enterprises of the Mobil Oil Company, but Ralph and his wife Fat remained on the Eastern seaboard long enough to see Andy Kubisher walk down the aisle in January.

61

Charles Johnson  
220 West First Street  
Corning, N.Y. 14830

As all of you can appreciate, I am slightly isolated out here in Corning and it is difficult for me to get plugged in on what's happening to our classmates. If anyone has any fresh information, please drop me a line and I will have it included in this column.

Arnold Abrams has two children and two awards for his feature *Newsday* articles. Arnold's latest coup was a study of criminal sex offenders. Word has it that he spent a year and a half on this one. Tony Adler is wheeling and dealing in the Third Market with Weeden and Co. In his spare time Tony is picking up an M.B.A. at N.Y.U. Bruce Alter is an associate attorney with Feldman, Barrett and Kliegman. Julie Amkraut received his M.A. in Industrial Relations (1965) and is now a personnel representative for the Ford Motor Co. Michael Araten is an operations research analyst for the Celanese Chemical Co. Mike is also a Ph.D. candidate in operations research at Columbia.



E. HOTELLING '61  
*Takes to the sky*



C. WUORINEN '61  
*Musical gift*

Harold Berliner, recently released from active duty in the Navy, is manager of operations, Maple Press Co., in York, Pa. Donald Bialos is a resident in psychiatry at the Yale Medical Center, New Haven. Barry Blum, an M.D. with the U. S. Public Health Service, is stationed in Izmir, Turkey and assigned to the Peace Corps in that country. David Bonds-Kemp describes himself as a Ph.D. terminal case in Foreign Affairs. Allan Breslow is an attorney with the law firm of Abraham Schlesinger, Esq. Jerry Brodeur, the proud father of two boys, is a Marine Corps Captain stationed at Camp Pendleton. Jim Bryner is a resident in internal medicine, University Hospital, Ann Arbor, Michigan.

Doug Chadwick is an associate attorney with Dillavou and Cox. Doug received his M.B.A. from Columbia in 1962 and his LL.B. in 1965 from NYU. Mike Clark, married and two children, is a Ph.D. candidate in chemical engineering at the University of California. Myron Curzan, after clerking for Judge Roger M. Traynor (California Supreme Court) is now a Legislative Fellow for Senator Robert Kennedy. Lt. Harvey Danielson, after two successive tours aboard destroyers, is now a detail officer for the Bureau of Naval Personnel. David Dyal is the Northeast sales rep. for the Nitrogen Product Division of W. R. Grace and Company.

Stephen Engler is the Manager-Construction Services-N.Y. Region for Inland Steel



Products. Rabbi Martin Feinsod received his Masters in Hebrew literature and is now a U.S. Army Chaplain, stationed at Fort Lewis in Washington state. Larry Gerstein is a graduate teaching associate in the math department at the University of Notre Dame. He expected to receive his Ph.D. in June. Mike Gidos, now with two daughters, is a program analyst with the National Security Agency. Mike lists his business travels as the Far East. In his spare time, Mike is a high school basketball official. Vincent Godino, with two children, is a research engineer with General Dynamics, Electric Boat Division. Vincent has won a number of awards for various professional achievements. Bob Goldstein received his M. D. from the Downstate Medical Center (summa cum laude) and is presently a resident in internal medicine at the Kings County Hospital. Bob will enter the Air Force in July.

Frank Grady is a resident in ophthalmology at P & S. Frank received his M. D. from Yale in '65 and interned at Penn. Jerry Grossman has two-year-old twins, a three-year-old degree from Harvard Law School and labors for the Securities and Exchange Commission watching you short-sellers, margin buyers and corporate insiders. Peter Gund is a graduate research chemist at the University of Massachusetts. He expects to receive his Ph.D. this month. Dick Harbus has a degree from Yale Law and is an attorney with the firm of Lieberman, Elau, Robinson and Perlman. Don Heise received an M.B.A. from the Columbia Business School (1963) and then spent a year and a half working for Esso Standard Eastern. Don is now a third-year medical student at the Free University of Brussels.

Charles Wuorinen, who teaches at Columbia, was one of four composers to receive \$2,500 grants from the National Institute of Arts and Letters. One of the most honored composers of the avant-garde, he has had many commissions from foundations and universities, and has to his credit a wide range of works, including three symphonies. Ira S. Novak has formed a partnership with Edward Gross (Gross & Novak) for the general practice of law in Newark, N.J. Jay D. Konstan has been appointed to next year's faculty at Wesleyan University, Middletown, Conn., where he will be assistant professor of classics. Edward R. Hotelling has been awarded the silver wings of an American Airlines flight officer and will be based in the New York City area.

In the Air Force, Chaplain Clifford B. Miller is now on duty at a forward combat base in Southeast Asia and was recently promoted to captain. John J. Tsucalas, now

studying business at the Wharton Graduate School of the University of Pennsylvania, was recently awarded the Air Force Commendation Medal for distinguished service "while assigned to the 4754th Radar Evaluation Squadron, Hill Air Force Base, Utah. . . . Lt. Tsucalas' managerial and supervisory abilities led to improvements that enhanced efficiency and quality of personnel and administrative operations, and significantly reduced expenditures."



S. GREENBERG '62  
In the top ten



M. SILBERT '63  
Where credit is due

62

Michael A. Stone  
67 Rockledge Road  
Hartsdale, N.Y. 10530

Sanford Greenberg was one of 10 Outstanding Young Men of 1966 named by The United States Jaycees in an early January issue of *Look* magazine. Although almost totally blinded by undiagnosed glaucoma at the age of 20, Greenberg went on to earn four academic degrees (B.A. and M.B.A., Columbia; M.A. and Ph.D. in government, Harvard) and founded his own firm, International Communications Associates. Principally engaged in research and development, ICA is currently working on Greenberg's compressed speech machine which allow persons to hear and comprehend the spoken word many times faster than would be possible through reading. He has authored a book, *United States Policy Toward the Republic of South Africa*. He is now working on the White House Staff as Special Assistant to the President's Science Adviser.

Two members of the class are working in volunteer programs. John O. Phillips is with the Peace Corps in Micronesia, the 2,000-plus islands which sprawl over more than 3 million square miles of the mid-Pacific. Needless to say, he is not responsible for all 2,000 islands. Harold Block has stayed at home with VISTA, and is spending a year working with the Neighborhood House in Columbus, Ohio. Block, who received his LL.B. from the University of Pennsylvania School of Law in 1965, is currently on leave of absence from Columbia's Graduate School, where he is working toward a degree in accounting.

In the armed forces, Robert H. Kellett has completed Officer Candidate School and has been commissioned a second lieutenant in the Army. Lt. Andrew C. A. Jampoler, U.S. Navy, has been appointed as an assistant professor of naval science at Columbia.

Tom Shapiro's work with Minerals & Chemicals Philipp Corporation has taken him through three states in the past year: Nevada, Minnesota, and New Jersey, where he now lives. His research for this clay-mining company includes exploration, testing physical properties of minerals, and developing new testing techniques.

63

David Pittinsky  
1766 Yale Station  
New Haven, Conn.

Carey Winfrey was recently awarded a \$3,000 Pulitzer Traveling Fellowship, given to top students in the Columbia Graduate School of Journalism. Gary Towlen, pianist, was selected by Argentine composer and conductor Estela Bringer as soloist for the world premiere of her new piano concerto at Philharmonic Hall in New York, April 25. He appeared with the American Symphony Orchestra, under the direction of Miss Bringer. Peter W. Broido was recently awarded the M.D. degree from Washington University, St. Louis. He will serve his internship year at the Barnes Hospital in St. Louis, beginning July 1. Gary Stuart Rachelefsky received his M.D. from the same school, and will serve his internship at the Bellevue Hospital Center in New York.

Steven Cahn writes that he received his Ph.D. in philosophy from Columbia last June and is presently an assistant professor at Vassar College. Several of his articles have appeared in leading philosophical journals and he is a contributor to the recently-published *Encyclopedia of Philosophy*. His book *Fate, Logic, and Time* will be published by Yale University Press this August. Lothar Genge, who received his law degree from Columbia last year, is now working for VISTA with the Western Improvement Association of Baltimore. Michael Silbert is in Costa Rica as a Peace Corps Volunteer. He is with a group working with families in newly-built low income housing projects, helping organize and strengthen credit unions. Joseph A. Fisher III has been commissioned a second lieutenant in the U.S. Air Force and has been assigned to Barksdale AFB, La., for training and duty. Edward Ziff is holed up in a lab in Princeton, where he would almost certainly become a mad scientist were it not for frequent sorties to New York. He is doing research toward a Ph.D. in biochemistry.



GARY TOWLEN '63  
Premiere choice

64

Allan G. Sperling  
205 Sherman Avenue  
New Haven, Conn. 06511

The response to the questionnaire sent out to the members of the class several months ago was quite good and the news received has finally been compiled and is set out below.

It appears that the majority of the members of the Class of 1964 are still studying. Among those remaining at Columbia is Arthur W. McCardie, who is studying German and was a preceptor in the G. S. German department. He currently holds a N.Y. State Regents College Teaching Fellowship and held the President's University Scholar-



JOHN TSUCALAS '61  
Distinguished service

ship in 1964-65. Also in the German department is Peter D. G. Brown, who is married to the former Elaine D. Greenblatt and holds Honorary Woodrow Wilson, Carl Schurz, German Academic Exchange, and Vera B. David Fellowships. Martin Krieger is working for his Ph.D. in the physics department, having earned his M.A. in 1965. David Lubell's work in the anthropology department is giving him the opportunity to do some exotic traveling. This year he is in Egypt as field supervisor of a Southern Methodist University expedition and in 1965-66 he was an assistant archaeologist with the Texas Archaeological Salvage Project of S.M.U. In 1964-65 he was a Near and Middle East Institute Scholar at Columbia and he hopes to receive his Ph.D. at Columbia in 1968. Barry E. Shapiro and Michael Doob are also grad students in New York and both hold N.D.E.A. Fellowships. In New York, too, is Theodore P. Kovaleff, who is working for his Ph.D. and as an assistant in history at N.Y.U. Clay Mailend writes that he is studying international business and law throughout the free world and is an unsalaried member of N.Y. Community Planning Board No. 8.

Among those studying outside of the New York area is George E. Marcus, who hopes to have his Ph.D. in political science from Northwestern University this summer. He has held two research assistantships, a teaching assistantship and a university fellowship.



K. DEMARRAIS '64  
Sports at the Point

Adam Schesch is in the Comparative Tropical History Program at the University of Wisconsin. He writes that he is probably going to earn a second M.A. in political science and then either teach at a small college for a year or go into the Peace Corps. His ultimate plans are a Ph.D. in Islamic History (he held a National Defense Foreign Language Fellowship in Arabic last year) and college teaching. Adam is co-editor of a book entitled *Community Organizing and Foreign Policy*, which was tentatively scheduled for publication this spring. Adam's efforts in behalf of the anti-war movement are evidenced by his co-directorship of Research and Education for the National Coordinating Committee to End the War in Vietnam, his membership on the executive board of the Inter-University Committee for a Debate on Foreign Policy, and his lecturing around the country at various educational and political conventions. He also co-authored an *Outline History of Vietnam* which has sold as a pamphlet in several editions including one put out in Italy for the peace movement there. Martin Berger, while working for his Ph.D. at the University of Pittsburgh, is a teaching fellow there and an instructor at the University of Pittsburgh Greensburg Extension. Last summer he was an instructor at Carnegie Tech.

A number of members of the Class of 1964 are in Yale's graduate departments. Robert S.



DON MINTZ '64  
The Grand Tour

Goldfarb and Alan Lerman are in the economics department. Robert held a Woodrow Wilson Fellowship in 1964-65, a Cummins Fellowship in International Economics in 1965-66 and holds a Ford Doctoral Dissertation Fellowship for this year. In the summer of 1965 Robert was a lecturer in economics at Hofstra and last summer he taught at Lakehead University in Ontario. A. Robert Sherman is in the psychology department where he holds a National Institute of Health Pre-doctoral Fellowship. Last June Bob earned an L.M.S. degree from Yale and in August married the former Lilana Tobias. Alan J. Liebman is also a Ph.D. candidate at Yale.

Jack Sal Ventura has taken a leave of absence from the Interstate Commerce Commission where he was working as an economist and is now a University Fellow at Georgetown University completing courses for a Ph.D. in economics. Jack is married to the former Stephanie Leavitt. Melvyn Goldstein, Stephen Rock and Alan Wolsky are all working for their Ph.D.s in Physics. Melvyn is at the University of Maryland, Stephen is at Berkeley, and Alan is at the University of Pennsylvania.

Daniel A. Nussbaum and Paul Eklof are Ph.D. candidates in mathematics. Daniel is at Michigan State University and Paul is at Cornell where he holds a National Science Foundation Intermediate Fellowship. Gershon Kaufman is a graduate student in the department of psychology at the University of Rochester. David Glanz is a graduate student and junior instructor in the history of science department at Johns Hopkins University. Neil R. Tanner is a graduate student at Stanford. Stephen Exelbert, having served with the Peace Corps for two years in Ecuador, is working for his M.B.A. at Harvard Business School.

A number of members of the class report that they are currently serving in the Armed Forces. William R. Cusman is with the Army at Ft. Lee, Va. Bill was married to the former Susan Hunter of Salisbury, N.C. in September 1966. Ronald I. Greenberg of Havre De Grace, Md., is an ensign in the United States Naval Reserve. He graduated with honors from the Defense Language In-

stitute in November 1965 and from Officers' Candidates School with honors and an Organization Award in September 1966. First Lieutenant William R. *Photoboy* now at Shaw A.F.B., S.C., is a Photo Radar Interpretation Officer with the Air Force. William McVey Davis, having won a "Sharpshooters Medal" at Fort Dix, is now a Social Work Specialist with the Army overseas in a Heidelberg Germany hospital. He hopes to get a Masters degree in social work when he gets out of the Army.

Kevin G. DeMarrais is assigned to the Information Office of the U.S. Military Academy, West Point, N.Y. Kevin is on leave as Director of Sports Information at Columbia. He was editor of "Lines on Lions" in the *Columbia Football Program* and other Columbia sports publications and picked up the College Sports Information Directors of America's award for the Top Football Program in the USA in 1965. Now Kevin is Sports Editor of the United States Military Academy's newspaper. He will be back at Columbia in July 1968. Lt. Doug A. DeMatteo, Quantico, Va., is an Officer's Basic School instructor for the Marine Corps. Lt. (jg.) Kenneth W. Juter, Brooklyn, N.Y., having served as a repair officer aboard the USS "Wasp," is now a systems analyst with the United States Naval Reserve. Ken won a National Defense Science Medal.



M. MARCUS '64  
Mission in Nepal

The Class of 1964 is certainly contributing its share of lawyers and doctors. Among those studying law at Columbia are Fred Krug, James Akers, Jack Lipson, Larry Kessler, Peter Canellos, Steven B. Rosenfeld, Howard A. Jacobson, and Stephen Case. Larry is an editor of the *Law Review* and Peter is Editor-in-Chief of the *Review*. Steve Rosenfeld is Recent Developments Editor of the *Review* and has published several articles therein. Steve was also a Kent Scholar in '64-'65 and '65-'66 and won the Class of 1912 Contracts Prize. Next year he will be law clerk to Judge Charles Metzner, United States District Judge, S.D.N.Y. Howard is an editor of the *Columbia Journal of Law and Social Problems*. He also won the Harlan Fiske Stone Honor Scholarship for his second year in law school.

Also at law school in New York are Brian H. Saffer and Fred Leber. At N.Y.U. Law School are Norman Olch, William Roy, Joel Abramson and Jesse Epstein. Mark is an editor of the *Law Review* and a recipient of the American Jurisprudence Award for Taxation and Legal Process. He also assisted Professors Harlan Blake (Columbia) and Robert Pitofsky (N.Y.U.) in the preparation of a trade regulations casebook to be published this year.

Members of the Class at Yale Law School are Robert Liss, Jorge Batista, Charles Lieberg, Ezra Bialik, Richard Epstein, Irving Spitzberg, Jr., and Allan Spertling. Charles is married to the former Mary Siegel, and will



P. CANELLOS '64



L. KESSLER '64

Two for the Review

be a Special Assistant to Mayor Lindsay next year. Richard and Irving are both in the first year class at Yale, each having spent the past two years studying at Oxford. Allan, married to the former Susan Kelz, is an editor of the law review. He will be law clerk to U.S. Judge William Timbers, Chief Judge of the District of Connecticut next year and will begin work for the New York law firm of Cleary, Gottlieb, Steen & Hamilton the following year.

Among those at Harvard Law School are Steve Stander, Sheldon Hochberg, and Michael Wimpfheimer. Sheldon is a member of the Legal Aid Society, an honorary society at Harvard. Peter is president of the Harvard International Law Club, and chairman of the Association of Student International Law Societies, which is affiliated with the American Society of International Law and is comprised of over twenty international law societies located at law schools throughout the U.S.

Mark M. Weinstein and Robert L. Friedman are at the University of Pennsylvania Law School. Robert is Managing Editor of the *Law Review* and has published several comments in the *Review*. Next year he will begin work for the New York law firm of Simpson, Thacher & Bartlett. Davis C. MacLean III is a third year student at Georgetown Law School. P. Kunin Shack writes that he is a law student and singer and that his plans for next year include "revolutionary activity in Latin America." He continues: "I plan to organize the indigenous peoples of Tierra del Fuego. You know, little mail or trade goes around the horn these days. Through proper planning and well placed limpet mines (say in Central Panama) this situation could be remedied—and the freedom loving peoples of 'Fuego' can, once again, stand tall." All this spirit must be spurred on by the Lenin Peace Prize P. Kunin says he won.

John M. Spitzack will be graduating from the University of Florida Law School in April and is hopeful of working for an LL.M. in

Labor Law. Anthony P. David is a student at Hastings College of the Law, San Francisco. He is an editor of the law review and in the top three percent of his class. Tony and Don Mintz took a three-month, 10,000-mile trip through Europe together this past summer. Peter Fraser is both working for the Morgan Guaranty Trust Co. of N.Y. as a personal trust administrator and studying law at Fordham University School of Law where he is an editor of the law review. Peter married the former Bonnie L. Dicks last June.

Edward N. Leavy and Howard Pearlstein are both students at Brooklyn Law School. Howard is only in his first year there, having earned an M.B.A. from Columbia last June. Arthur Grebow is finishing up his studies at Cornell Law School this year and intends then to practice law in Los Angeles.

Now for the doctors. Frederick Levine is at Harvard Medical School. He is married to the former Patricia Zimmerman. Jeffrey J. Sol is at Tufts University Medical School. Also at medical school in the Boston area are Arnold Lentnek, and Mark N. Goldschmidt. Mark held the Dr. Benjamin A. Sacks Scholarship in '65-'66 and holds the Goldbaum Scholarship this year. Jerrold Silverstein is at the Yale University School of Medicine.

Peter Louvitt is a Sophomore at the University of Miami School of Medicine. Joel Snider is at Duke Medical School and longing to be back in New York to get his teeth on a Nathan's hot dog. Last summer Joel was a research assistant with the San Francisco Medical Center's Endocrine Unit. Joel invites members of the class to drop by some time in North Carolina for a Klan or Fiddler's Convention. Martin Flamm is at medical school in Richmond, Va.

Quite a few of those studying medicine remain in New York. Arthur Rettig is at Columbia's College of Physicians and Surgeons. Kenneth Mark Robbins, Michael William Marcus and Alan N. Charney are at Albert Einstein College of Medicine. Michael has been awarded a \$1,408 fellowship which will permit him to assist for 10 weeks next winter

at a mission hospital in Nepal. Albert Reff, Paul R. Kalkut, and Chaim B. Reich are at N.Y.U. School of Medicine. Paul was married to the former Marcia Fierman this past July. Chaim found time from his medical studies to write an article in Hebrew entitled "Signs of Maturity in Modern Hebrew Literature," which was published in the April '66 issue of *Niv* (N.Y.). At Downstate Medical School are Allen I. Goldberg and Bruce Lefkon. James F. McCroarty is at New York Medical College, Flower & Fifth Avenue Hospital.

Also at medical school in New York are Richard Frank Walker, Arnold L. Licht, Jules D. Kerman, Frank Forman, and David Ingis. Arnold has an N.I.H. Medical Fellowship and Jules is also a grad student in biochemistry. Barr is married to the former Jane Sue Polan and David to the former Judith Guralnik.

Many in the class have already begun to earn their keep in the world. David Lloyd Levin, having completed active duty with the United States Coast Guard Reserve, is an operations analyst with Texaco, Inc. in N.Y.C. David recommends applying for the Coast Guard Reserve Program (5 months Active Duty). Leonard DeFiore is assistant director of admissions at Columbia's School of Engineering and is also working for his doctorate at Columbia. Stephen Lieber is associate chairman of the department of mathematics at Sands Point Academy in Sands Point, N.Y. and will receive an M.A. from N.Y.U. Previously he spent a year as a mathematics teacher at Trinity-Pawling School in Pawling, N.Y. Stephen inquires whether anybody knows the whereabouts of Bill Blome from Baltimore, Md., who left school in 1963.

Phillip Lopate, N.Y., N.Y. writes the following: "I am presently working on revisions of my first novel, which I began a month after graduation. I hope to complete the second draft and have it printed in the next year. My wife is also a novelist, and to make a living we collaborate on scientific writing." Phillip had a film article, "The Hardening Process," published in the Summer 1966 issue of *Moviegoer*, a magazine put out by James

## Columbia Glee Club Homecoming Concert

WITH THE YALE GLEE CLUB

Friday, October 20 at 8:30 P.M.  
Wollman Auditorium

for tickets and information contact  
Columbia Glee Club  
301 Ferris Booth Hall, Columbia University  
Telephone: (212) 280-3093







*Thumb-back Chair, \$26*



*Arm Chair, \$35*



*Side Chair, \$28*



*Boston Rocker, \$30*

## Columbia Chairs

Looking for a handsome gift for Christmas, birthday, graduation, wedding, anniversary, or other occasion?

The Columbia Chairs fit attractively into practically any setting—living room, library, den, or office.

Ebony finish (the arm chair comes with cherry arms if you wish), with a Columbia Seal in burnished gold.

Order, with accompanying check or money order, from the Columbia Alumni Federation, 311 Low Memorial Library, Columbia University, New York, N. Y. 10027.

Delivery in four weeks. Express charges are collect.

Stoller '62. Robert Martin *Greenberg*, N.Y., N.Y., is also writing a novel while holding a part-time clerical position at *The New York Times*. After he completes the book he and his wife intend to live abroad where he will eventually write another book.

Clark F. Hoyt, Winter Haven, Fla., is putting his writing talents to work as a newspaper reporter. From graduation until this past October, Clark was research assistant to Senator George A. Smathers. Anthony Clark Meisel, Philadelphia, Pa., is Sociology and History Editor for the College Division of J. B. Lippincott Co. He is also a freelance translator and writer and formerly was a research associate with the American Federation of the Arts. Anthony won a Neuberger Foundation Fellowship for study in Vienna and in 1965 was a docent at the Kunsthistorisches Institut. He has published articles in the *Journal Des Primitifs Flamands* and *Iladassu Magazine* and translated German history for Dell Books.

Joseph H. Ellis, Malcolm B. Sargent, Frederick L. Graef, Jr. and John J. Cigranians are all bankers. Joseph is an investment analyst for the bank of New York and married to the former Barbara Leinstein. Malcolm is a credit analyst for the Chase Manhattan Bank and John is with the Franklin National Bank at 410 Madison Ave. and going to law school in the evening. Thomas C. Bolton is a market analyst for U.S. Steel International in New York and continuing course-work in economics. He had several articles on El Salvador published in *Hispanic American Report*—1965. Jeffrey Perrin is a securities analyst and working part-time at Columbia for an M.A. in public law and government. Jeffrey served as a lance corporal in the United States Marine Corps Reserve and won the Martin Kelllogg Award at the University of California in September 1966.

Kenneth Durham, New York City, is Brand and Marketing Manager for National Biscuit Company's Food Service Division. Ken won the American Marketing Association Student Award and was elected to the Business Honorary Fraternity in February 1966. Bennett R. Freiburger is an executive trainee with the Prudential Insurance Co. in Newark, N.J., and is also working toward a Ph.D. at N.Y.U. Gilbert N. Kahn is with the United States Atomic Energy Commission at its Germantown, Md. headquarters. Joseph Dreue, Cincinnati, O., is assistant director of the Education Commission of the United States and Managing Editor of the *Compact Review of Education*. Joe, as a VISTA Volunteer, was editor and founder of the Seattle-King County *Community News*, and worked with the Hartford, Conn. Commission on Human Relations. Joe went to the graduate school of Journalism on a Benjamin Franklin Scholarship.

Melvyn M. Kassenoff is a patent examiner with the U.S. Patent Office and attending night law school at George Washington University. He received an M.S. in organic chemistry from the Massachusetts Institute of Technology. Leslie H. Gordon, Brooklyn, N.Y., is an accountant. Robert P. Nash, Somerset, N.J., is an office systems engineer. John Anfanger, N.Y., is a systems analyst. John V. Keller, Minneapolis, Minn., is a research associate with Honeywell, Inc. He plans to work for two years and then return to school to complete work for a Ph.D. Frederick G. Shaw is a trade development agent for the Port of New York Authority.

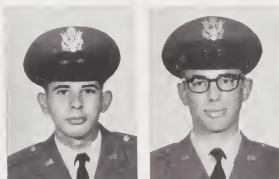
In the believe-it-or-not department: Jay Portnoe, Cambridge, Mass., is a writer and guide for big game expeditions in Africa. He

has led two expeditions, served as first assistant of several, received a citation from the League of African Hunters, and in the spring of 1965 lectured at the University of London on an expedition. Jay writes, "I studied chemistry in college, and my present occupation of game hunting surprises me more than anyone else." And finally, Richard P. Appelbaum writes that he is a bus driver in Lima, Peru, having been a taxi driver in New York.

Ed Steinberg received his M.S. in Urban Planning from the Columbia Architecture School last June. He is now working for the U.S. Department of Housing and Urban Development as a planner in the Region I Renewal Assistance Office in New York. The position involves reviewing applications and plans for urban renewal projects in Maine, Vermont, and New Hampshire. Ed writes that he lives in a "substandard apartment" in Brooklyn Heights "from which it's a two-mile hike across the Brooklyn Bridge to work." This summer, Peter D. Trooboff will be in jolly old England, practicing with the law firm of Denton, Hall & Burgin, Solicitors. He has been awarded a Frank Knox Memorial Fellowship for the next academic year, and will begin studies this fall at the London School of Economics and Political Science for his master in laws degree in international economic law and the law of developing countries. Until recently, Peter was studying law at Harvard. Bernard Gainer, also in England, has been granted an extension on his Kellett fellowship to complete his Ph.D. at Trinity College, Cambridge.

William D. Schwartz has accepted a position as assistant to one of the partners of Burnham and Company, N.Y. The job will give him the opportunity to work in the investment field, his primary area of interest. Bill Wargo writes the following: "Right after graduation, I hitchhiked to San Francisco where I got a job as a security guard at the Republican National Convention. I then picked fruit, solicited for a charity organization run by a fat racketeer, and worked as a 'management trainee' (i.e., mail boy) for a California oil company. I missed New York, came back through the Northwest and Canada, painted and wrote bad poetry for awhile, and then got a soft job as a personnel research worker for the largest insurance company in the world. One of my tasks was to find out why young college men left such a great company so quickly. As soon as I found out, I myself split. I am now working for a private child welfare agency as a caseworker, earning almost half as much as I did at the insurance company, but feeling the experience infinitely more. I lived in the East Village for a half year, but was finally forced to vacate after I was hit by my friendly neighborhood junkies about a dozen times."

is stationed in Virginia and plans on becoming a doctor or lawyer upon his return. Edward J. Witek is a second lieutenant in the U.S. Air Force and is stationed at Kirtland AFB, New Mexico.



E. WITEK '65 J. BOUIS '66  
Air Force officers

Robert Mattingly, a second lieutenant in the Marines, has been presented with a silver star medal for gallantry in Vietnam, during a reconnaissance mission which he led into a Vietnamese hamlet. During questioning of a Vietnamese woman, a grenade was thrown into the midst of the group gathered, which included villagers and patrolmen. Mattingly threw himself on the grenade—which fortunately failed to detonate—risking his life to protect the others present. Larry Guido and Mike Newell are doing well at Columbia P&S. Robert Szamicki is near the top of his class at Boston University Medical School.

Claude Bernard is teaching mathematics in a secondary school in Tanzania, East Africa. He is also coaching a basketball team which has reached the finals and is playing for the championship in Dar Es Salaam. Upon his return, he will get his M.A. in government at N.Y.U. J. Martin Blank has been appointed assistant director of the Missouri Associated Migrant Opportunities Services, Inc., after a year's service with VISTA. Marc Saueyer received his M.A. in government from Rutgers last summer, and is now working for the New York City Personnel Department. As a personnel administration trainee, he is one of 200 chosen from among 1400 (part of Lindsay's attempt to lure more young college grads into the civil service).



FRAN FUREY '66  
High school in Ghana

**65** Barry Kamins  
1465 East 16th Street  
Brooklyn, New York 11230

Derek Marshall and his wife Linda have been living in Japan while Derek is doing his stint in the Navy. He is on the USS "Providence," flagship of the 7th Fleet. Terry Bowman is also in the Navy and now has a daughter and a baby boy. Robert Johnson is stationed in Qui Nhon, Vietnam, as skipper of a Navy Swift Boat patrolling the inshore waters along the central coast. Guy Simmons is stationed on a Navy LST in Vietnam until November, when he plans to go to law school. Mike Bush

**66** Charles Jurrist  
9 East Sunnysbrook Drive  
Oceanside, N.Y.

Francis Furey is in Ghana with the Peace Corps as a secondary school teacher. John C. Bouis has been commissioned a second lieutenant in the Air Force and has been assigned to Chamute AFB, Ill., for training as a missile launch officer. Robert T. Mathis was commissioned an Army second lieutenant in May.





# The Growing Politicalization of Modern Science

by DANIEL S. GREENBERG '53

*The Federal government now pays for two-thirds of all the scientific research and development in the United States—\$16.5 billion worth. The pressure is mounting to have more of this money used to help solve the nation's immediate problems and to be doled out more evenly among the 50 states.*

IN 1966 some dozen leaders of the scientific community met privately with several U. S. Senators to discuss the Federal government's \$16-billion-a-year investment in research and development. As the session started, one of the scientists wisecracked, "There has been no presidential directive as to the number of speakers you can have from Cambridge, has there?"

It was an "in" joke, and there was no need to answer or elaborate upon the remark. All those present knew that in the third year of the Great Society, a massive, politically generated turbulence is taking place in the politics of American science. The long hegemony

of Harvard and M.I.T. in Washington science affairs is well on the way out, and, at President Lyndon Johnson's direction, states and regions long outside the mainstream of Federal research money are now being given preferential consideration.

Moreover, into this turbulence there has been introduced a separate but related factor — widespread and increasing pressures to prod the scientific community toward greater emphasis on *utilitarian* research, and, by implication, less emphasis on basic research.

In short, new faces, new values, new goals for American science are in the ascendency. As a result, the politics of

science, probably the least visible, most esoteric portion of Washington politics, is a boil. What is going on and what does it mean?

TO ANSWER THESE QUESTIONS it is necessary to look at the wondrously amorphous complexity that links science, technology, and government in their multi-billion dollar partnership.

Perhaps the best introduction to this is an observation by M.I.T. Provost Jerome B. Wiesner, who served as science adviser to President Kennedy: "Without really having planned it, in fact I would say without really understanding it, we have evolved a system,

as we often do in this country, of checks and balances and interactions, that gives us the strongest scientific and technological community you can find in the world." Put another way, no scientific L'Enfant worked out the arrangements under which funds for many thousands of research projects are dispensed by numerous Federal agencies to multitudes of laboratories operated by industry, universities, non-profit research organizations, and the Federal agencies themselves.

But if no master plan guided the layout of the nation's vast research establishment, fairly definite patterns have come into existence. Their most pertinent features are these: (1) the Federal government provides the money for approximately two-thirds of all the

research and development activity in this country; (2) about 90 per cent of this Federal money is directed toward the attainment of rather clearly defined government objectives, such as a manned lunar landing or cheap atomic power; (3) most of this directed research and scientific development is performed by *industry*, while universities receive most of the 10 per cent sliver that goes to basic research.

But when it comes to influence and prestige, R&D (Research and Development) confounds economics by concentrating position and honor upon those involved with that 10 per cent sliver. The National Academy of Sciences, for example, the honorary apex of American science, is so great a bastion of basic research that the nation's engineers

have had to establish their own academy. For, in the technical world, basic research—the quest for the unknown, regardless of its use—is the prestige occupation, the one to which the bright young men aspire, while they look down upon their more practical-minded colleagues with the sort of disdain that poets might have for those who write labels for canned goods.

Edward Teller, himself an accomplished and honored basic researcher, once observed with distress, "Throughout our universities, the best people are brought up with the idea that pure research is the most wonderful thing, the one thing worthy of attention of the best people."

Similarly, Alvin Weinberg, director of the Oak Ridge National Laboratory, has complained that "most of the prestige and emphasis in the university goes to basic science." To which might be added that most of the influential science advisory posts in the upper levels of government also go to basic scientists—or, if they are held by engineers, usually they are engineers who revere basic science.

Columbia geologist Maurice Ewing doing underwater research  
*The sponsorship of scientific work is formless*



WHEN IT COMES to the actual administration of government-subsidized research and development, there prevails a bewildering formlessness.

For example, the National Science Foundation was established specifically for the purpose of supporting basic research and scientific education. But since it is politically easier to get money for defense than for science, the Department of Defense this year will outspend NSF in financing basic research, \$265 million to \$196 million. In substance, Defense-supported basic research (in contrast to defense research aimed at military applications) is rarely distinguishable from NSF-supported basic research. It's all science, and the two often go on at the same campus, with nothing to distinguish them but the bookkeeping.

(On this point, there is an interesting irony. Though the ways of the military are supposed to be anathema to the spirit of scientific inquiry, university scientists often find it far less cumbersome to do business with the Defense Department than with civilian agencies that support basic research.



Wide World Photos

Electrical engineer Jerome Wiesner



Roland Scherman

Chemist Donald Hornig

*Presidential science advisers, past and present*

The reason is that Congress tends to be sticky with the civilian agencies, dictating a variety of red-tape procedures for their grantees; while it tends to be indulgent with anything that bears a defense label, including research that may have little or nothing to do with things military.)

A brief look into the land of science and government indicates that NSF itself does not conduct any scientific research itself; rather it provides funds for research in the laboratories of other organizations, mainly universities. On the other hand, the Department of Defense and the National Aeronautics and Space Agency do run their own laboratories, support research in universities and industry, and have a number of administrative hybrids known as federal contract research centers — major research facilities, owned and exclusively supported by the agency but under the management of universities or industrial firms. The \$240-million-a-year Jet Propulsion Laboratory, home of the lunar satellites, is owned and supported by NASA, but is run by the California Institute of Technology; however, the bulk of the work there is done by industry under contract to JPL.

The Public Health Service, which pays for some 40 per cent of all the bio-

medical research in the nation, runs its own laboratories and underwrites a vast proportion of the research conducted in medical schools. The PHS, however, has no contract centers. But the Atomic Energy Commission contracts out the management of its laboratories to individual universities, combines of universities, or industrial firms. The nuclear weapon laboratories at Los Alamos and Livermore, for example, are run by the University of California. The AEC also supports research in university and industrial laboratories, but except for a small, highly specialized laboratory, none of its own employees is directly involved in the actual conduct of research.

As Dr. Wiesner said, this pattern did not evolve from any grand design. Beginning with World War II, and then under the pressure of the nuclear and space competition of the Cold War, Federal support of the nation's scientific and technical activities simply ballooned at an incredible pace, rising from \$74 million in 1940, to \$1 billion in 1950, \$7.7 billion in 1960, and to \$16.5 billion this year.

Dr. Wiesner was also correct when he added that the system evolved without anyone "really understanding it." As Federal money poured into science

and technology, little if any attention was paid to anything but the science and technology that it was buying.

In effect, however, the federally forced growth of science and technology was producing an economic and social revolution on the American landscape, violently affecting patterns of industrial growth, bringing affluence, prestige, and power to a handful of universities, and underwriting the economies of certain regions while heavily handicapping others.

For example, in 1964, universities in California, Massachusetts, and New York received nearly 50 per cent of all federal funds for research in universities. California, with its heavy concentration of aerospace and electronics industries and research-oriented universities, received a total of 35 per cent of all federal expenditures—academic and industrial—for research and development. Meanwhile, 15 mountain and west-north-central states together received less than 12 per cent of the total.

Furthermore, as might be expected, Federal research money and scientific and technical talent have tended to follow a highly consistent pattern of geographic togetherness. Consider the National Academy of Sciences, whose membership, totaling 740, is



supposed to reflect the highest order of scientific and engineering creativity in the nation. A total of 407 Academy members reside in three states: California, New York, and Massachusetts. Eighty-five per cent of the Academy membership is accounted for by nine states: the three cited above, plus the Maryland-District of Columbia region, Illinois, New Jersey, Wisconsin, Connecticut, and Pennsylvania. Twelve states have no Academy members at all: South Carolina, West Virginia, Kentucky, Mississippi, Arkansas, North Dakota, South Dakota, Nebraska, Oklahoma, Wyoming, Idaho, and Alaska.

Then, there is the close identity between regional prosperity and the distribution of Federal funds for research. The depressed areas of the nation do not abound with so-called science-based industry or thriving university science departments.

How did so great a maldistribution come about, and what does it have to do with the turbulence now running through the politics of science?

THE ANSWERS are to be found in the peculiar origins of the partnership between science and government. Prior to World War II, the partners had little to do with each other. But the atomic bomb, radar, the proximity fuse, DDT, penicillin, and a thousand other devices, materials, and techniques demonstrated that research is an indispensable ingredient of national well-being and power. It was then that Federal research funds began to flow and scientists were summoned as advisers to the high echelons of government.

They came first to counsel on the employment of science and technology for military-political purposes. But as the demands on science grew, they turned their attention to the health and well-being of this newly recognized national asset, the scientific community.

But which scientists were summoned for this counsel, and what values did they bring to the deliberations? If we look at the apex of the science advisory system, namely, the post of White House science adviser and the adjacent 18-member body known as the President's Science Advisory Committee (PSAC), we can obtain some insight into the system.

Since 1951, seven men have served, under one title or another, as science adviser to the President. The first, the late Oliver Buckley, former President of Bell Laboratories, held the post briefly before he was followed by a continuing succession of men who shared remarkably similar backgrounds. All were academics from major universities, five of them were from northeastern universities, and all had been associated during World War II with one or both of two great military laboratories: the Los Alamos Scientific Laboratory, where the atomic bomb was fabricated and tested, and the M.I.T. Radiation Laboratory, which was the principal center for radar research.

Buckley was followed to the White House advisory post by Lee DuBridge, President of the California Institute of Technology, who was the wartime director of the Radiation Laboratory. DuBridge was succeeded by I. I. Rabi, Columbia's Nobel physicist, who was associate director of the Radiation Laboratory. Next came M.I.T. President James R. Killian, Jr., who during the war had served as vice-president of M.I.T., which operated the Radiation Laboratory for the armed services, and who was on the Laboratory's steering committee. He, in turn, was succeeded by George Kistiakowsky, a Harvard chemist, who served at Los Alamos. Kistiakowsky was followed by Wiesner of M.I.T., who served at both wartime laboratories, and Wiesner was succeeded by the present incumbent, Donald F. Hornig, a Princeton chemist who served at Los Alamos.

As for PSAC, which is collective adviser to the adviser, its membership was consistently weighted toward the *physical* sciences. And from the beginning, approximately one-third of its membership was drawn from the Harvard and M.I.T. faculties, with much of the remainder coming from major Eastern and West Coast universities such as Columbia and Berkeley, plus a sprinkling of executives and researchers from scientifically advanced industrial firms.

What were the values, sensitivities, and forces affecting these White House policy advisers? Until the late 1950's the prime objective of government's mushrooming investment in research and development was to obtain su-

premacy for this country in nuclear weaponry, missiles, and space exploration, without regard to the costs, the problems of regional economic impact, or the equity of state or university distribution. As Defense Secretary McNamara bluntly declared when a group of Midwest legislators protested California's dominance in federally supported industrial research and development: "We seek the best brains and we go where they are. And generally speaking, they are not in the Midwest."

A great irony of the situation and of midwestern discontent is that midwestern universities now produce nearly 40 per cent of the nation's Ph.D.'s in science and engineering. The Midwest, though, with its concentration of consumer industries, ends up as a net exporter of scientific and technical talent to states that were early arrivals in such fields as aerospace and nuclear energy.

Thus, the bulk of research and development money was laded out early in the game principally with a view to getting the job done. Whether or not an aerospace plant might do wonders for Appalachia or Indiana was irrelevant.

But what of research in *universities*, which is mostly fundamental in nature? Here, too, the system of those-who-have-get-more tended to prevail. But in this case, it was reinforced by the academic scientists' memories of science's pre-war penury and their traditional fears of government interference with the intellectual freedom of science. How were subsidy and independence to be reconciled?

The answer was found in the mechanisms that academic scientists devised for distributing government research funds. Research money was not distributed to regions, states, or even particular institutions. Rather, it was distributed for scientifically worthy *projects*—selected purely on their scientific merits, regardless of where they might be located. This style of operation came to be known as the *project system*.

How was it administered? By an accompanying technique known as the *peer system*, an arrangement under which scientists active in a particular field would periodically assemble in Washington to evaluate applications for support of research in that field.



NASA-Marshall Photo

Saturn V moon rocket stand being built at the NASA-Marshall Space Flight Test Center in Hancock County, Mississippi  
*The new aim is to use science more actively to solve regional economic, educational, and racial problems.*

Under this two-fold arrangement, political intervention could be fended off by arguing that scientific quality, not the pork-barrel approach, was the underlying criterion for deciding who was to share in the postwar gusher of federal support for research.

But though the funds were enormous by pre-war standards, there actually never was enough to go around for all the applicants, and this brought into play another principle. Priority was given to the support of *research*; and the budgets of the Federal agencies were not to be used to build up academic *institutions* that did not have adequate research staff or equipment.

As NSF Director Leland J. Haworth observed last year in a talk to the Association of State Colleges and Universities, the Foundation's initial programs

"inevitably resulted in grants going in the main for the support of our leading scientists who were predominantly on the faculties of a relatively restricted number of universities which had attained a high level of excellence long before the existence of any significant program of Federal support . . ."

The outcome of this system was that American science thrived magnificently.

Out of 128 Nobel prizes awarded prior to World War II, Americans received only 15. Since World War II, they have received approximately *half* of the awards. Prior to the war, an advanced scientific education was, with few exceptions, considered incomplete without study in Great Britain or Western Europe. Today traffic is to America, and often it is a one-way trip.

However, while science and technically advanced industry thrived under Federal support and the project and peer systems, the rich got much richer while the poor got only a little richer. The universities in Cambridge, New York State, and California had excelled before the advent of federal support. When the support began to flow, the criteria of distribution guaranteed them fat shares.

In effect, the scientists had established a marvelously closed system. Money went to the best scientists, and the best scientists decided who was to get the money.

SCIENTIFICALLY, it was unquestionably an effective system, one that contributed enormously to the postwar pre-eminence of American science. Politically, however, it was untenable.

Congressmen were eager to bring industry to their constituents. Whatever the economic impact of university science might actually be—and it is a matter that is by no means clear—they wanted a piece of it, and they were not much interested in the scientists' fine distinctions between research and development. As Senator Ellender of Louisiana once said, in reference to the Federal government's multi-billion R&D budget, "It's all science." The research scientists in the audience gasped.

Furthermore, as is often the case when political passions are ignited, little attention was paid to a disparity that prevailed between the raucous complaints of some of the self-styled have-nots and the realities of hard statistics. While the Midwest, for example, purveyed an image of being locked out of Federal support of both academic and industrial research, the facts are that, at least in terms of academic research money, five midwestern universities last year ranked in the top 15 academic recipients of Federal funds. The university of Michigan was second in the nation, receiving \$58,805,000, compared with \$59,601,000 for M.I.T. Harvard was tenth on the list, with \$40,802,000, \$4 million less than the University of Illinois. (Columbia was fourth with \$51,793,000.)

On top of this, it could also be pointed out that something of a revolu-

tion has been occurring in this nation in the distribution of Ph.D.-awarding institutions. In 1920, universities in New York, New England, and New Jersey produced 41 per cent of the nation's Ph.D.'s. In 1962, their contribution had declined to 27 per cent. In 1929, Florida produced not a single Ph.D.; in 1961, it accounted for 1.57 per cent of the nation's total output. Texas, in the same period, went from .49 per cent to 2.61 per cent. These shifts whet the appetites of some regions for more of the pie.

Consequently, over the harsh cries of those who had long administered the affairs of science, the "have-nots" have been employing political means to wrench bigger shares out of the current system. Two years ago, for example, Congress decreed that the National Science Foundation was to set aside \$40 million of its budget for the exclusive purpose of developing *new* academic centers of scientific excellence. NSF was wholly in favor of this objective and had, in fact, proposed the idea. But Congress provided NSF with little additional money to support the \$40 million program. The amount had to be obtained by diverting funds that, to a large extent, would otherwise have gone to institutions long in the mainstream of Federal support for research.

Not long afterwards, a new geographic flavor began to develop in appointments to the President's Science Advisory Committee. As the terms of the Harvard and M.I.T. members expired, they were replaced by scientists and engineers from other regions, until there now remains only one member from Cambridge.

In September of last year, the President himself formally ratified the cries of the have-nots when he issued a diplomatically worded directive that actually spelled the end of the system that guaranteed that the rich get richer. Titled "Strengthening Academic Capability for Science Throughout the Country," it stated:

Our policies and attitudes in regard to science cannot satisfactorily be related solely to achievement of goals and ends we set for our research . . . We must, I believe, devote ourselves purposefully to developing and diffusing—throughout the nation—a strong and solid scientific capability, especially in our many centers of advanced education . . . At present, one-half of the Federal

expenditures for research go to 20 major institutions, most of which were strong before the advent of Federal research funds . . . Strong centers have developed in areas which were previously not well served. It is a particular purpose of this policy to accelerate this beneficial trend since the funds are still concentrated in too few institutions in too few areas of the country.

Coincidentally with a greater geographic distribution of research funds, the Johnson administration, with its commitment to rapid social engineering, has shown increased interest in the contention that a good deal of basic research is too remote from possible applications to human needs. Last June, after meeting with several of his top medical advisers, the President said of the Public Health Service's \$800-million-a-year investment in biomedical research, "I am keenly interested to learn not only what knowledge this buys but what the payoffs are in terms of healthy lives for our citizens." Later, it was reported that Mr. Johnson was concerned about reports that too much research was being carried on "for the sake of research alone."

Independently of this, the House last year passed legislation authorizing the National Science Foundation to engage in *applied* research, particularly on problems of environmental pollution, but without any accompanying guarantee that additional funds would be provided if this new responsibility is added to the Foundation's present mandate to limit itself exclusively to basic research.

Meanwhile, the Defense Department, long a supporter of basic research, is going through rounds of soul-searching as to whether it is getting its money's worth out of these expenditures. And the space agency, with its *idée fixe* of a manned round trip to the moon in this decade, regularly dips into its basic research budget whenever funds are required to keep the moon program on schedule.

The trends toward broader geographic distribution and utilitarian research cannot be attributed to any particular faction. There are no prominent spokesmen for less basic research, and even the affluent Cambridgeites readily concede that it would be a good idea to build up new centers of research throughout the nation. If causes of the trends are to be sought, they are in the economic yearnings of the less devel-

oped regions of the nation and in the general impatience with the necessarily slow and uncertain pace that knowledge produced through basic research is incorporated into utilitarian forms.

FINALLY, there is another factor that explains the progress of these trends. Science, unlike agriculture, labor, or business, did not fight its way to a place in Washington. It was *invited* there, because the politicians concluded they needed science and, taking the scientists on faith, gave them what they sought. As a consequence, science, despite the popular fables of the influence it radiates through government, has not acquired the experience or mechanisms for operating in a political milieu. Scientists are actually rather inept when it comes to bucking political adversity.

For example, academic science is heavily dependent upon the support of the National Science Foundation, but the Foundation has never been able to muster any significant support from its university constituents when Congress axes its budget. Many scientists are grievously concerned about the possibility of a trend away from basic research. But, politically, they don't know what to do about it.

Furthermore, with the war in Vietnam consuming great chunks of the Federal budget, the administration has chosen not to expand budgets to accommodate more fully the three aims of on-going research, the development of new centers for research, and expansion of applied research. A bit more money has been put into the system. For example, the Defense Department has added \$20 million to its research budget to build up new centers of academic research. But the American scientific enterprise is now a huge and costly affair that requires, according to various estimates, increases of 5 to 15 per cent simply to stand still.

In the federal budget for the fiscal year that starts in July 1967, expenditures for research and development are scheduled—Congress willing—to rise from the present \$16.5 billion to slightly over \$17 billion. Considering the appetite of the nation's research and development enterprise, and the many politically certified objectives—such as pollution control—the increase is trifling. Furthermore, when the sums are scrutinized, there may be more appear-





**President Lyndon Johnson**

*The funds are too concentrated and science isn't paying off*

ance than reality to the supposed slight increase. The basic research budget is described as increasing by \$286 million, but two-thirds of this is credited to space research and most of it is charged to the cost of launch vehicles.

Meanwhile, the Congressional pres-

sure of the have-nots is increasing. Last August, Senator Fred R. Harris (D.-Oklahoma), chairman of a Senate subcommittee on research, fiercely assailed the White House science adviser and the director of the National Science Foundation for not implementing the

President's directive more rapidly. But in the laboratories of major institutions, you hear that money for important research has, in some instances, slowed to a trickle. James A. Shannon, the highly respected and plain-talking director of the National Institute of

Health, recently said, "We now find ourselves faced with a situation in which the rate of increase of funds for the support of research cannot support a substantial number of newly developed young scientists." To which Shannon added that his agency did not have the money to carry out its scientific responsibilities and simultaneously build up new centers of research throughout the country.

Last spring, the American Society of Biological Chemists adopted a resolution that reflected its concern and, incidentally, the amorphousness of the science-government relationship (it was vaguely addressed "to those responsible for Federal policy concerning support of fundamental research"). The resolution noted that many young researchers coming out of Federally supported graduate programs were unable to obtain funds for the research career that the government, in effect, had prepared them for.

The resolution was undoubtedly self-serving. The biological chemists are, in the main, basic scientists, and they want money to pursue their interests. But, in arguing their case, they offered a point that commands serious respect: "As our nation undertakes to address those serious and immediate problems which affect our society and ourselves and which urgently require technical solutions, we must never lose sight of the fact that the technology of

tomorrow must rest on the fundamental research of today."

Unfortunately, the fundamental research of today is beginning to suffer from a desire for quick results and from plain old pork-barrel pressures. There is no reason, of course, why research should be granted immunity from the political process. Science, in all its ramifications, is not exclusively the business of scientists. But if science is to continue to be productive, it is necessary to recognize that it is an activity that has peculiar vulnerabilities. Sudden fluctuations in research support can be ruinous to research teams, which are difficult to assemble and easy to disrupt.

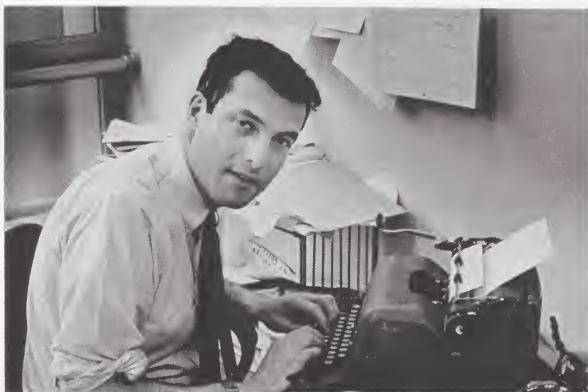
As for the pressures for putting science to work on current problems, it would be useful to keep in mind that basic research represents no more than 10 per cent of the nation's total technical effort. In our impatience to solve the critical problems that afflict society, there is an understandable exasperation with the uncertain progress of basic research. Several years ago, it is illuminating to recall, this impatience resulted in Congress forcing the National Institute of Health into a program to screen hundreds of substances to see if a stab in the dark might turn up something that would be effective against cancer. The program, costing hundreds of millions of dollars, was resisted by many cancer researchers on

the grounds that the resources might be better applied to seeking an understanding of the fundamental mechanisms of cancer. It is now generally felt that, despite a few hopeful leads from this vast undertaking, the screening program consumed money and manpower entirely out of proportion to its contribution to the solution of cancer.

The current political problems of science are aggravated by the general reluctance of leading American scientists to set any order of priorities in research. In their view, all science is equally important—whether it is in the medical area or in determining the chemical composition of Mars. Scientifically, they may be right. Politically—and financially—their position is getting to be untenable.

There is no doubt that science is too important to be left exclusively to scientists. There is also no doubt that science is too valuable and too vulnerable to be subjected to the vagaries of pork-barrel politics and clumsy efforts to increase the production of golden eggs. To protect the viability of science and, at the same time, to respond to society's needs for the services that only science can provide requires the very highest order of scientific statesmanship.

There now prevails a new politics of science, and the scientific community, at all levels, would be wise to recognize its realities, dangers, and opportunities.



DANIEL SHELDON GREENBERG is the *new* editor of *Science* magazine, the noted Washington-based weekly of the American Association for the Advancement of Science. He is also a research fellow in the history of science at John Hopkins University. A native of New York City, he edited his high school newspaper and literary magazine, and reported for *Spectator* at the College, where he took courses in history, English, and four sciences. An N.R.O.T.C. student in his undergraduate days, he served as a naval officer for two years. He worked as a reporter for the *Washington Post* and studied as a Congressional Fellow of the American Political Science Association before joining *Science* in 1961. The author of articles in such magazines as *Harper's*, *The New Republic*, *Saturday Review*, and *The Reporter*, he will have his first book, *The Politics of Pure Science*, published later this year.



## Do you belong too?

If not, join today. Join the 7,600 other College graduates who are members of the Alumni Association.

Membership helps support *Columbia College Today*, three-time winner of the Sibley Award as America's finest alumni magazine, and alumni meetings, mailing, and reunions. It helps support Dean's Day, the monthly New York luncheons with leading intellectuals and pub-

lic figures, and numerous undergraduate activities.

It keeps you informed about Columbia, higher education, trends in American life and world affairs.

The cost? Five dollars a year for the first 5 years; \$10 a year thereafter. A three-year membership is only \$27.

Help yourself to better information and higher service. Join *now*.

## **Association of the Alumni of Columbia College**

401 Ferris Booth Hall, Columbia University, New York, N.Y.



COLUMBIA COLLEGE  
*Today*

632 West 125th Street

Room 336

New York, N.Y. 10027

Return Requested



Joseph Baker

I take it that it is normal for an adolescent to behave for a considerable length of time in an inconsistent manner; to fight his impulses and to accept them; to ward them off successfully and to be overrun by them; to love his parents and to hate them; to revolt against them and to be dependent on them; to be deeply ashamed to acknowledge his mother before others and, unexpectedly, to desire heart-to-heart talks with her; to thrive on imitation of and identification with others while searching unceasingly for his own identity; to be more idealistic, artistic, generous, and unselfish than he will ever be again, but also the opposite: self-centered, egotistic, calculating.

Such fluctuations between extreme opposites would be deemed highly abnormal at any other time of life. At this time they may signify no more than that an adult structure of personality takes a long time to emerge, that the ego of the individual in question does not cease to experiment and is in no hurry to close down on possibilities.

ANNA FREUD

Non-Profit Organization

U.S. POSTAGE

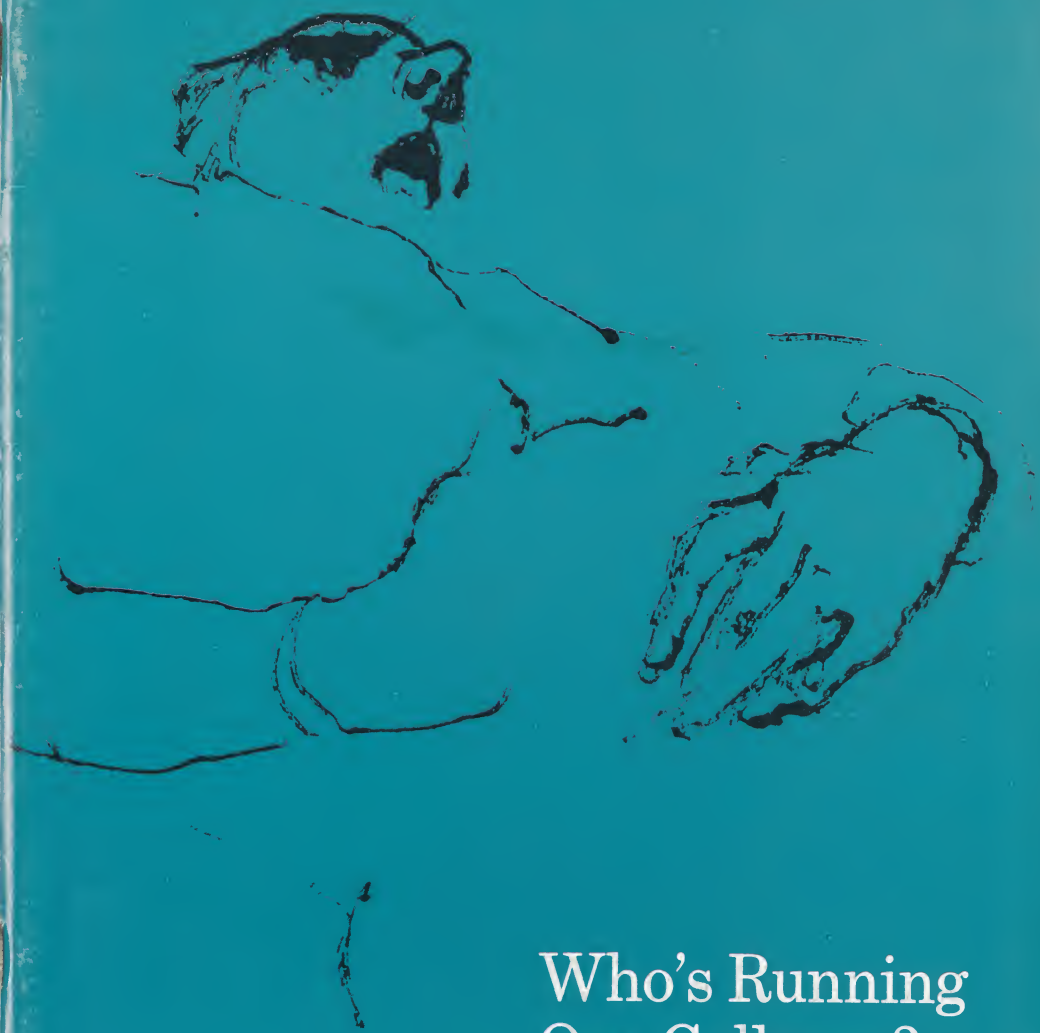
PAID

NEW YORK, N.Y.

PERMIT NO. 3593

# Columbia College Today

WINTER 1967-68



Who's Running  
Our Colleges?



# They've got the world on a string.

A shoestring, that is. And they're doing it with no loss of comfort or style.

You too can fly to Paris or Tokyo, Rome or Amsterdam, first class, on jets from the world's famous airlines—for *one-third less*.

It's called the Columbia Alumni Group Flight service. Every alumnus and his family is eligible.

We even have one of our men at every plane to see that everything goes perfectly.

Call or write immediately for your group flight application. The deadline is March 31.

We can also arrange for you to rent or buy a European car the moment you arrive there. At one-third off. Ask us about that too.

June 10-Aug. 13	N.Y.-Rome-N.Y. (Alitalia)	\$360.00
June 10-Sept. 17	N.Y.-San Francisco-Honolulu-Tokyo-Honolulu-S.F.-N.Y. (JAL)	805.75
June 11-July 11	N.Y.-London-N.Y. (BOAC)	260.00
July 3-July 31	N.Y.-Paris, Amsterdam-N.Y. (PanAm)	275.00
July 3-Aug. 5	N.Y.-Amsterdam-N.Y. (KLM)	275.00
Aug. 15-Sept. 17	N.Y.-Paris-N.Y. (PanAm)	275.00
Aug. 20-Sept. 19	N.Y.-London-N.Y. (BOAC)	255.00

**COLUMBIA  
STUDENT  
AGENCIES** INC.

617 West 115th Street / New York, N.Y. 10025 / (212) 666-2318





## Remember the Soph-Frosh Rush?

Well, it's gone.

So are nickel beers, and very low faculty salaries;  
fraternity hazing, and feeble scholarship funds.

College today is a different world.

And, many claim, a better world—  
for the students, the faculty, the nation.

One of the things that made it all possible is  
the loyalty and generosity of Columbia alumni.

The College needed your help and you gave it.

The College continues to need your help.

So do the faculty and the undergraduates.

More than ever.

**Columbia College  
Annual Fund**



Headed  
for  
Pupin

*This publication is printed for  
alumni and friends of Columbia College  
with the support of  
The Association of the Alumni*

Henry L. King '48, *President*  
Thomas M. Macioce '39, *Vice President*  
H. Melvin Lyter '28, *Treasurer*  
Eugene Rossides '49, *Secretary*  
Max J. Lovell '23, *Executive Director*

EDITOR  
George Charles Keller '51  
ASSISTANT EDITOR  
Peter Salzberg '64  
EDITORIAL ASSISTANT  
Malinda Teel

ALUMNI ADVISORY COMMITTEE  
Ray Robinson '41, *Chairman*  
Arthur Rothstein '35  
Edward Rice '40  
Edward Hamilton '42  
Kermit Lansner '42  
Walter Wager '44  
Byron Dobell '47  
John McDermott '54

## IN THIS ISSUE

Around the Quads	6
Who's Running Our Colleges?	18
The Power Structure: Sense and Nonsense	29
John W. Gardner	
Professors, Authority, and Change	34
Bernard Barber	
How Well Do You Know Columbia?	42
Roar Lion Roar	43
The New Madness at Morningside	51
Talk of the Alumni	56
The Awful Birth of American Medical Education	62
Thomas Gallagher '41	
Class Notes	72
What Astrologers Will Never Tell You	82
Robert Jastrow '44	

Address all editorial communications to:  
COLUMBIA COLLEGE TODAY, 400 West 118th  
Street, New York, N.Y. 10027.  
Telephone (212) 280-3701

COLUMBIA COLLEGE  
founded in 1754  
is the undergraduate liberal arts college  
of 2,700 men in  
COLUMBIA UNIVERSITY

# Within the Family

## Administration and Ambivalence

"The President is an ass. If he and all the other administrators would only stay out of the way and let the faculty and students run things, Columbia would be better off." It was a Columbia College sophomore speaking in Ferris Booth Hall this fall. One month later, when I talked with the same student, after the University had been criticized publicly for something, he said to me, "If only the President would pull things together, formulate a long-range plan, and really lead this place—with words and action—Columbia could be the nation's greatest university."

Such is the pseudo-ambivalence of many Morningside students, and a surprisingly large portion of the faculty, toward their institution's leaders. Columbia is by no means unique. It is an academic love-hate relationship of the first order.

It so happens that I admire ambivalence—the coexistence within someone of both positive and negative feelings toward the same person, institution, or course of action. To me it is a sign of wisdom that a person has shed his idols and his stereotyped enemies—his good guys and bad guys—and begun to realize that there is no action that doesn't have some evil consequences and no bad action that doesn't bring some unexpected benefits. Nothing in life is free. Irony is the name of the world's game.

But ambivalence, to be socially useful, must not immobilize or turn us into passive cynics. Nor must it be grounded wholly in emotion. Then it is not true ambivalence but mere vacillation—a wavering or oscillating unsteadiness. Vacillation is the father of contradiction and hypocrisy. Ambivalence, rooted in rational awareness of alternatives and their consequences, tends to produce judiciousness and imaginative proposals of an enduring and humane sort.

James Madison's superb Federalist paper No. 10, the philosophical credo of the American political system, is a nice example of a highly intelligent man's ambivalence toward leadership.

Sadly, much of the comment about the Administration on American college and university campus is of the vacillating and contradictory sort. Far too often, the comments are based on a disappointing naïveté or ignorance about the facts of academic life that makes many of the criticisms silly and some of the proposals for reform absurd. When it comes to the economic realities or the nature of decision-making at our universities, the naïveté or ignorance can be astonishing in its proportions.

Partly, this is owing to the fact that the American college and university is the least studied of all America's important institutions. Partly, it is because most of the administrators have done a miserable job informing their constituencies and the public about the brave new world of higher education. Partly it is due to human laziness; it is so easy to find scapegoats, so hard to find intelligent—and often unpleasant—solutions.

Columbia's professors, I think, have been unusually informed and sane about their administration. For the most part, they have refrained from the president-baiting and other bad practices so audible on other campuses and have made telling criticisms and frequent good suggestions for institutional change and improvement. And they have been willing to work at it. The same could be said for the large majority of the College's undergraduates.

Still, we all need to do more about getting and keeping good leadership at our institutions. This issue is a small attempt to turn down the heat and bring up the light.

GCK



## Ouch!

TO THE EDITOR:

After reading your Fall 1967 issue ("Sex on the Campus"), please remove my name from your mailing list.

GORDON H. EVANS '53  
Hudson, N. Y.

## Really?

TO THE EDITOR:

A Columbia parent loaned me a copy of your Fall 1967 CCT and I found your presentation of "Sex on the Campus" the most constructive treatment of this subject I have yet found . . .

ROBERT SCHACHT D.D.  
First Unitarian Church  
Providence, Rhode Island

## Neither Leer Nor Smirk

TO THE EDITOR:

The Fall issue of CCT is superbly done and I congratulate you on it. Somehow you got my favorite science reporter, Daniel Greenberg, and my favorite commentator on the human condition, Moses Hadas, in the same issue along with some finely written campus reporting.

I felt that the article by Sherwin and Keller on "Sex on the Campus" was particularly well done. It manages to set forth the facts, insofar as we know them, in straightforward fashion. It is unfortunate that we students of human behavior have managed to mine such a small amount of data in this area. I appreciate the mature tone of your treatment which, with neither the usual leer nor smirk, conveyed the problems faced by students, teachers, and administrators in dealing with what are essentially private matters. The result is worthy of very wide distribution.

WILLIAM W. CUMMING '50  
Professor of Psychology, Columbia  
University, and Executive  
Secretary of the Eastern  
Psychological Association

## Overnight

TO THE EDITOR:

Your excellent articles on "Sex on the Campus" overlook one of the major influences in changing moral attitudes among the young people of America: the Armed Forces.

Since World War II, nearly every young man has been exposed to the animal attitudes of the Army, Navy, and Air Force toward sex. Basic training in the military seems to aim at degrading a man so that he no longer cares what he drinks or whom he sleeps with . . .

America has a double standard. We become alarmed at what is happening to our 18-year-olds in colleges but show little concern about what is happening to our 18-year-olds in military service. What we

accept from our armed forces commanders, we decry from our college presidents . . .

If the conditions in Saigon, Korea, or western Europe existed in any part of the United States there would be an outcry of moral indignation. Yet, we are forcing millions of young men into this environment via the draft . . .

PAUL DULING  
Westport, Connecticut

## Naturally

TO THE EDITOR:

As a high school student, I enjoyed your articles on "Sex on the Campus" in the Fall 1967 issue of CCT very much. These were the best articles on sex I have ever read; but, as you pointed out, there aren't really that many available to us.

I particularly liked the way you emphasized that there wasn't a "revolution." You never pointed your finger at sex and petting and made it something bad; you made it a natural thing . . .

TRICIA HART  
St. Matthews, Kentucky

## Prostitution Lives

TO THE EDITOR:

I wish to compliment Messrs. Sherwin and Keller for the excellent article on sex in the Fall issue.

I note that the authors observe that their descriptions and conclusions are "admittedly based on fairly slender evidence." I have been conducting personal research for quite a few years now. Based on my personal observations and private communications with prostitutes and police officers in many of the major cities of the United States, I feel that the authors are erroneous in their conclusion: "Currently there is relatively little prostitution in the nation."

A walk around the Fairmount Hotel in San Francisco any evening and a walk along New York's Seventh Avenue after midnight in the vicinity of the Americana Hotel indicate that prostitution is quite rampant in these areas. Indeed, the police in both cities find the upsurge in street-walking to pose serious police problems . . .

If college men rarely visit prostitutes, I suspect it is because they are repelled by the appearance of the typical street-walker and simply not knowledgeable

enough to make contacts with the better class of prostitutes.

ROBERT SPILLE '41 E, '48 L  
New York, N. Y.

## Of Great Help

TO THE EDITOR:

I have just finished your "Sex on Campus" article and wish to commend you on the best round-up of facts in perspective that I have read anywhere.

I do a great deal of lecturing about sex (I am the author of *Love and Sex in Plain Language*) and your article will be of great help to me. Your line that "it is time to stop clucking and start studying" is wonderful. The issue is an important contribution to the popularization of such facts as we have and an eloquent push for getting more . . .

ERIC WARNER JOHNSON  
Vice Principal,  
Germantown Friends School  
Philadelphia, Pennsylvania

## Impure and Simple

TO THE EDITOR:

I want to congratulate you on the overall content of your Fall issue. You handled two very difficult issues—disorderly student dissent and sex—with courage, candor, and clarity.

The issue of violent and disorderly dissent is the simpler problem. The Columbia administration has a forced option. Either it keeps order (and academic freedom and rational discourse) on the campus or it knuckles under to the strong-arm dictates of young zealots.

The issue of student sexual behavior is quite a more difficult problem. Columbia's authorities can't, and shouldn't, control the sexual practices of students; I believe the students, individually, have to make their own decisions here. To some extent though, the authorities can and should control the opportunities and environment for more mature and responsible behavior. This is





a difficult matter. However, I liked your presentation on the subject.

RODERICK STEPHENS '06  
New York, N. Y.

### Fear and Trembling

TO THE EDITOR:

The behavior of some leftist students at Columbia, as reported in the Fall issue of *CCT* and during the past few years in *Spectator*, is frighteningly reminiscent of the methods used by the Nazi Party to gain control of Germany during the early 1930's. After years of issuing solemn warnings about the dangers of right-wing fascism, the campus leftists are themselves posing the greatest threat to freedom of speech and belief ever seen at Columbia.

I remember history Professor Dwight Miner telling our freshman class in 1962 of Alexander Hamilton's courageous resistance to a mob of angry young New Yorkers who had come to seize his College's Tory president. Apparently sophomore Hamilton felt that a gentleman and scholar deserved, if not the sympathetic consideration of his political opponents, at least their tolerance and good behavior. Have we no Hamiltons today among the College faculty or the University administration? . . .

Is it not high time that a stop was put to student interference with the educational processes of the University? If Columbia does not adopt a policy of severe punishment of offenders—ranging from disciplinary probation to outright expulsion—where will the students stop? . . . Will unpopular professors be lynched on campus? The possibility may seem fantastic, but given the present state of radical politics in America, the "fantastic" is not far away. It has happened before, in other countries. God forbid that Columbia should help give madness its start in modern America.

FRED LERNER '66  
East Paterson, New Jersey

### Distortion of the Facts

TO THE EDITOR:

The article in the "Around the Quads" section under the sub-head "Steam Heat" in the last issue of *CCT* was so clearly biased that it would have been conspicuous even in periodicals from which one expects much less.

In describing the student sit-in directed against the CIA recruiters, the writer remarks that its leader was "ironically" being supported at Columbia by a National Defense Education Act. What irony? Is one to infer that all recipients of NDEA Fellowships should support the CIA as well as other military activities of the U.S. government? . . .

Despite the emphasis placed on the violence of these students, there was apparently very little of it. The only incidents described were an "orderly" sit-in, opposed by SDS officials, and some fist fights, in which, I must assume, students of opposing convictions took part. I can remember more violence during the annual pre-exam period riots of my undergraduate years. And they seemed to cause far less consternation. While I do not condone what violence there was, I would suggest that the actions of the faculty and administration in dealing with it were far more sensitive and dignified than the words of *CCT* describing it.

It is clear that the writer is worried and frustrated by "student power," or what he calls "this radical view—that universities really belong to students." This is a serious issue . . .

KENNETH H. KELLER '56  
Department of Chemical Engineering  
University of Minnesota  
Minneapolis, Minnesota

### Wrong About the Right

TO THE EDITOR:

I read with dismay the article about the Monarchist Union in the "Around the

Quads" section of your Fall issue. Especially with the rising tide of tastelessness which is rapidly overflowing the banks of the Hudson and inundating Columbia College, I was appalled to find *CCT* broadcasting to the world that we have finally become a college of pompous morons . . .

To those who really appreciate the beauty of monarchy and its trappings and know the sound accomplishments in the fields of social and economic development that have been made by the present Spanish government, the burlesque support of the King's College (Columbia) Monarchist Union can only seem shallow and highly offensive.

Such worthless, superfluous elements of the College community would be better left unsung, if only for their own good . . .

MARK T. COX, IV '66  
Canal Zone, Panama

### In Praise of Golf

TO THE EDITOR:

The article "The Game That is All Offense" was well written and quite complete. I enjoyed reading it very much. As a matter of fact, the entire publication is quite impressive.

DICK AULTMAN  
Editor, Golf Digest  
Norwalk Connecticut

### Better Late Than . . .

TO THE EDITOR:

It was bound to happen sooner or later. I have been a very poor alumnus. It has taken me a long time to see that I am every day indebted to Columbia in countless ways. . . .

I was particularly delighted with the Fall issue of *CCT* because of the article about the summer camp operated by George Jonas '19. . . .

RICHARD T. GORE '33  
Wooster, Ohio





## Around the Quads

### Great Confrontations

MUCH OF THE so-called education news that alumni and outsiders get of America's colleges and universities is actually non-news. That is, it is news about race, campus name-calling, suicides, sports, politics, personal gripes, faculty non-academic involvements, and student extra-collegiate activities like sex or dope. It is rarely, very rarely, news about *education*, the thousand things that annually shape the kind and quality of *learning* at the various institutions.

Late this past fall, one College student made education news at Columbia. His name is Robert Elliot Friedman. He's a junior from Great Neck, Long Island, a Dean's list student, and a member of the news board of *Spectator*, the campus daily.

What Friedman did was organize a series of confrontations between the faculty members of several departments and the College students taking courses in those departments, under the name of the Student-Faculty Curriculum Review. The idea was simplicity itself. Invite all the members of a department to Ferris Booth

Hall; invite all students interested in discussing the department's courses with the professors; and let them confront each other directly for three hours.

On Monday evening, November 27, we attended the first of the face-offs, in the Schiff Room of Ferris Booth. Ten members of the History Department, from assistant professors to endowed chair holders, including department chairman John Mundy '40, the noted medievalist, were on hand to discuss Columbia's history offerings with 58 College students, many of them history majors. The meeting was chaired by Professor James Shenton '49, the department's representative to the College, who opened the session with some remarks.

Like prizefighters, the two groups started cautiously. Michael Brown, a junior, started: "Why is it that most history courses are organized around chronological periods? Couldn't there be courses organized around *issues*, such as the place and role of the family in U.S. history?" The question was handled sympathetically but a bit timorously by the professors. They pointed

out that there already were a few such courses, such as the ones on cities and on warfare in U.S. history, but the teachers admitted that possibly there could be more.

Another student, senior Steven Ross, inquired if there were any reasons why a student could not major in a chronological period, "like the Renaissance or the Twentieth Century" *interdepartmentally* instead of in a departmental discipline. "There is no reason why one can't," responded Professor Shenton, "and some students have done so through the years. We're quite flexible, provided the student has a legitimate intellectual interest."

This remark seemed to loosen the discussion up. Students asked why there would not be more European history offerings next year, why the history department was so thick with full professors and instructors and thin on assistant and associate professors, why the American history offerings were so political in emphasis and somewhat short on social, economic, and ideological facts, why some lectures had to be dull and some seminars had to border on bull sessions.



The professors, rising to the remarkably intelligent concern and incisiveness of the College men, answered more fully, more seriously, and more wittily. At one spirited and eloquent response from Professor Mundy, the students broke into laughter and applause.

Differences of opinion among the teachers and the students were revealed. One professor, for example, said disciplined inquiry was a must; another defended the value of occasional bull sessions in the seminars. After one student had been highly critical of the history lectures, in which he said he "couldn't get a question in edgewise," another stood up and said: "I'd like to defend the teachers just maligned. I've never had a lecture in which I couldn't interrupt with an important question."

The College students, some of whom sported mustaches and sideburns but not one of whom, curiously, had a beard, seemed to be most interested in three things: better teaching; greater flexibility in requirements and areas to major in; and an improved set of course offerings. Their interrogation of the faculty contained none of the surliness and suspicion that has become more prevalent in campus student-adult exchanges. In fact, at the end of the three hours the confrontation had changed in tone to a witty, articulate, relatively high-level joint discussion of some of the problems facing Columbia and higher education. "A rather glorious evening, I'd say," commented one senior scholar after it was over.

The idea for the student-faculty meetings came to the tall, soft-spoken Robert Friedman during the summer. "I was very idealistic at first. In late September, I went to Vice Dean Thomas Colahan '51, who was very cordial. He urged me to get my feet on the ground and draw up a concrete proposal. I did, single-handedly, and gave it to him. He gave it to the College's Committee on Instruction, who, after checking with the student Academic Affairs Committee, and modifying it slightly, quickly approved it on October 18. Then I sent the proposal to each of the department heads, hoping for meetings in March and April. Two departments, history and government, O.K.'d the meeting right

away, in November. Others whom my friend Eric Saltzman and I contacted approved it for February or March.

"My hope? It's to get the faculty to explain to us what they are doing, and why, and to get the students to explain their dissatisfactions and play a more active role in helping to shape the curriculum and the performance of their teachers. The thing that really amazed me was the fantastic speed with which this idea was transformed from my personal gripe to a live series of discussions. I hope that we can find a way to institutionalize it and make it a continuing two-way examination at Columbia."

This, too, is student power in action.

### *The Missing Kiosk*

SINCE 1904, when horse-drawn carriages clopped on Broadway, Columbia students have entered and exited from a stone kiosk at 116th Street whenever they needed to board a subway train to downtown New York or up to Baker Field. This winter the subway station kiosk was razed.

The landmark had been described as everything from "an archaic eyesore" to a "magnificently quaint structure"; but in recent decades it had become a hazard to safety. About



*Broadway and 116th Street, December 1966*



*Broadway and 116th Street, December 1967*

35,000 persons daily had to cross the speeding Broadway traffic to enter its wooden doors, and occasionally an accident occurred.

Beginning in 1953, Columbia had regularly requested the New York City officials to build a safer entrance to the I.R.T. trains. "Insufficient funds" was the answer and bureaucratic buck-passing the manner. (Requests had to go through the Traffic Department even though the Transit Authority would have to do the rebuilding.)

Then in October 1962 a fine sophomore, James Stallman '65, was killed crossing Broadway from the kiosk. Columbia and community pressure doubled. Then, four years later, in 1966, the City Council allocated funds for a new subway approach at the crowded Columbia University stop.

The entire operation will cost about \$800,000, according to Thomas McGoe, the University's Vice President for Business; and it will take about 18 months to complete the new construction, which was begun in April, 1967.

Columbia architect Robert Braunschweiger has worked with the Transit Authority engineers; and the University and Barnard have both contributed \$5,000 toward making the new entrances unusually utilitarian and handsome. The entrances from both sides of Broadway will be connected by a tunnel designed to allow pedestrians to cross the street underground without paying a token. The entrances themselves will be of modern design faced with polished Stony Creek granite, the same reddish-gray stone of which the base of the Columbia buildings is constructed.

Along with the new subway entrances at Lincoln Center, the Columbia entrances will be among the best-looking in town—and among the safest.

## New Tuition

**G**UESS WHAT has happened to tuition? Of course. It's going up for the College men to \$2,100 next year.

As in the past, the new income will be used mainly for faculty salaries, which continue to rise at approximately seven per cent a year. And,

scholarship aid will be increased, as it has in the past, in proportion to the tuition hike. The raise means that Columbia's tuition rate will no longer be the lowest in the Ivy League, but only the fourth lowest. Next year's rates:

Cornell	\$2,200
Brown	\$2,150
Princeton	\$2,150
Yale	\$2,150
COLUMBIA	\$2,100
Dartmouth	\$2,075
Harvard	\$2,000
Pennsylvania	\$1,950

Brown has already announced an increase to \$2,300 for 1969-70, and both Harvard and Pennsylvania are contemplating rises of \$200 or more for the following year.

An interesting fact is that most of the other good private colleges are now as expensive, or more expensive, than the eight venerable Ivies. A sampling of next year's fees:

Bowdoin	\$2,250
Amherst	\$2,185
Williams	\$2,170
Wesleyan	\$2,150
Swarthmore	\$2,065

## In re Vietnam, I

**V**IETNAM, and America's engagement there, continues to affect the academic life at Morningside.

The most heated struggle on campus this fall was over the visits to campus of representatives of the various military services, especially the Marine Corps; some government agencies like the C.I.A.; and a few corporations, like the Dow Chemical Company, manufacturers of napalm (the aluminum soap invented at Harvard in 1942 and now used in Vietnam for incendiary and fire-throwing purposes). Extreme critics contended that allowing such representatives to set foot on campus was tantamount to Columbia's "supporting the Vietnam War."

In early October 13 College faculty members petitioned acting dean Henry Coleman '46 to postpone controversial recruiting and immediately examine campus recruiting of "all outside agencies." Dean Coleman, with Vice Dean Colahan '51 and Associate Dean Alexander Platt, acted to postpone the visits of the controversial representatives, appointed a

five-man College faculty committee, headed by Assistant Professor of Sociology Allan Silver, and encouraged College and Engineering students to conduct an opinion poll so that the committee would have a reading on undergraduate sentiment.

The undergraduates did conduct an opinion sampling in late October. The SDS (Students for Democratic Society) members campaigned for restricted recruiting, while a hastily assembled group calling themselves the Students for a Free Campus argued that "even if one believes the war in Vietnam is wrong" one should not "sacrifice all other values, including free speech." The outcome announced on November 1, was that 67.3 per cent of the students voted to support continued open recruiting.

A week earlier, the aging General Lewis Hershey, director of the Selective Service, had proposed that local draft boards reclassify registrants whose actions illegally interfered with draft or military recruiting. This proposal clouded the discussion of the Silver Committee's report at the College Faculty meeting on November 14. The 21-page report recommended the continuance of open recruiting and the appointment of a University-wide Committee to study the whole business of private firms and government and military agencies coming to the Columbia campus to explain the personnel opportunities of their organizations to interested students. (Actually, "recruiting" is a misnomer, for no signing up of student prospects takes place at these campus meetings. The campus visits are largely for informational and public relations purposes.)

At the College Faculty meeting, which was chaired by President Kirk and attended by Vice President David Truman, the professors, after considerable debate, decided to back the report and its recommendations, but curiously rejected by a narrow vote, 40-36, late in the afternoon after two dozen or more senior members had left, one part of the Committee on Instruction's recommended resolutions: "That this Faculty endorses the right of protest but strongly condemns both obstructive behavior and the rise of physical violence on this campus." This last vote went directly



Vietnam critics on College Walk  
From protest to active resistance

counter to the American Association of University Professors statement of October 28, 1967 that "action by individuals or groups to prevent speakers invited to the campus from speaking, to disrupt the operations of the institutions in the course of demonstrations, or to obstruct and restrain other members of the academic community and campus visitors by physical force is destructive of the pursuit of learning and of a free society." Said one professor from another school at Columbia the next day, "An astonishing vote! It leaves the door open to *putschism* from the right or the left."

At the College Faculty meeting the Hershey proposal came up several times. Vice President Truman read a telegram he had written to Lt. Gen. Hershey in which he called the proposal "obnoxious," and asked for clarifications. When none came in the next week, President Kirk, on November 22, suspended all military recruiting on campus until it was clear that visits to the campus were a university function "subject to University discipline." However, on January 10, the White House reaffirmed the position that "the Selective Service System is not an instrument to repress and punish unpopular views," and Dr. Kirk allowed open visiting again, as the College Faculty had recommended.

## In re Vietnam, II

THIS FALL numerous college students around the nation decided to move from protest against the

Vietnam War to active resistance against the draft. Led by a new group called The Resistance, with headquarters at 5 Beekman Street in New York City (phone: REsistance 2-4272), a nationwide return of draft cards was urged on October 16. Teach-Ins against the draft were organized on campuses, such as the one at Columbia's McMillin Theater on November 21, and a Stop-the-Draft week was declared on December 4-8. Virtual battle plans were distributed at Columbia for the sealing off of the New York Induction Center at 39 Whitehall Street on December 5 and 6. ("We intend to march on the induction center in three columns as indicated in the map . . . If the police try to break up a column by wading into it, we will retreat.")

One College student who decided to enlist in this new movement was Charles "Kip" Shaw, Jr. '68 of New Hope, Pa., a former top student at the Solebury School. He was arrested on October 16 and was arrested again on December 5. We talked with him for several hours one afternoon, and he told us why he did it.

"Until last spring I was concerned about our serious involvement in Vietnam but wasn't violently against it. I was interested in helping and working with people, so I was secretary of the College's Blue Key Society and vice president of my fraternity. But this past summer I worked in Washington for Congressman Henry Gonzalez (D-Texas) through the College's internship program, and learned that a good deal of national policy,

particularly in the Vietnam and Negro problems, is based not on research and human factors but on hunches and *political* considerations.

"When I came back to school this fall, I decided I wanted to do more. I had read a lot of the literature about Vietnam: Bernard Fall, Jean Lacoutre, and all. I was convinced that America had been too interventionist in Vietnam. With our power, the U.S. could afford to be more altruistic. And, we were concentrating too much on military aid rather than political and economic reforms. The South Vietnamese rulers are a feeble, stupid, selfish bunch. Also, I'm a Democrat and a loyal American, and the war was splitting the Democratic Party and profoundly affecting the harmony in this nation.

"But what could I, a 20-year-old, do? I don't pay taxes yet and I don't vote. My only connection with the U.S. government is through Selective Service. So when The Resistance came along in October, I joined. For all I know, the Resistance may be organized by Maoists, or with Soviet financial backing; but I decided to go along anyway. They wanted to block the draft, and so did I. I went to two of their meetings at Columbia and then one at St. Mark's Church on the night of October 15. The people there were a highly mixed group, but they seemed concerned and serious.

"The next day, October 16, about 1,000 college kids and adults, I think 13 from Columbia, gathered in Foley Square at the U.S. Court House. Paul Goodman and several clergymen were there. About 180 of us handed in our draft cards and another 600 handed in "complicity cards," printed by The Resistance; and some guys started up the Court House steps to give them to the U.S. marshals. The police wouldn't let us up the stairs. The group got mad. We decided to march over to the Post Office with the box full of cards. We walked in the streets blocking traffic; so the police told us to get on the sidewalks. The march broke up and some people went home, but about 300 of us re-assembled and walked down to 39 Whitehall Street and stood in the street in front of the Induction Center. Because we were blocking traffic, the police first ordered us to get on



the sidewalks, then 100 of them, on foot, charged into us to force us off the streets.

"Two policemen started hitting this one guy next to me. I got irritated and put my hand on the one cop's shoulder and said, 'You can't do that.' Then two other policemen started hitting me. They took several of us inside a building, where they hit me again. Some civilian, who later turned out to be an FBI agent, kicked me twice. Then they handcuffed us, stuffed us into a van, and took us to jail. I was booked for disorderly conduct, resisting arrest, harrasing an officer, and assault in the third degree. I spent five hours in a jail with 12 Negro narcotics addicts and pushers. Earlier, I found out that the guys had to mail the draft cards to the Justice Department in Washington.

"Then on November 14 Secretary of State Dean Rusk came to New York to speak at the Foreign Policy Association meeting at the Hilton Hotel. A lot of people screamed and carried on at that visit. At first it seemed joyous and useful to the cause, but on reflection the whole thing seemed to many of us stupid, violent, and incredibly rude. College kids should not act like Marine privates in a war. The Rusk incident caused many of us to re-think strategies. Some of the guys in The Resistance are so far out that they talk of blowing up the Brooklyn Bridge and stuff like that. They're just like the American Legion types who want to drop a bomb on Red China. But others are real pacifists, Quakers, and Gandhi disciples. Generally, I think there has very recently been a change in strategy from shocking the government elite to arousing public opinion through dramatic but decent acts.

"When Stop-the-Draft Week came, the Resistance guys were still split between the non-violent people, 'traditionalists' they call us, and the 'mobile group,' which wanted to use very fluid para-military mob attacks on the Whitehall Street Induction Center to cripple its operation.

"On Tuesday, December 5 the traditionalists had their day. The next two days were for the tough action guys. I myself am a traditionalist, but you've got to admit that both tactics, peaceful sit-ins and violent



Senior Kip Shaw  
*Trying not to be naive*

riots, have been effective in forcing social changes throughout history. I got up on Tuesday morning, about 4:30. Since the draftees report between 6:00 and 8:00 A.M., about 3,000 of us showed up bleary-eyed in front of 39 Whitehall Street at 5:45 or so. Nearly 300 of us, in groups, each of which had a leader (Dr. Spock was one of them), asked the police if we could cross the barricades and commit civil disobedience. We knew that we would be arrested. They let us sit down in the street, and we started our songs. A half hour later, 30 tactical police arrived and told us with a bullhorn that we were committing a crime. We didn't move. So they started piling us into vans. The police were surprisingly nice this time. One cop picked up my eyeglasses when they were knocked off. In the van, we sang 'Down by the Riverside'; the police sang 'From the Halls of Montezuma.' Then they sang 'God Bless America,' and were pleased when we joined in. There were 30 of us or so in the van. On the way I talked with one cop, who had recently returned from fighting in Vietnam. He said two of his best buddies had been killed by the Vietcong. I could understand how he felt.

"The cell they took us to at 100 Center Street was wild. Bearded characters were reading Mao-Tse-Tung's works, a few guys singing labor union songs, others sitting passively like Mohandas Gandhi, Allen

Ginsberg was in the cell next to me, dressed like a guru, singing Hindu chants. Dr. Spock, very dignified, was across the way. There were about 10 guys from Columbia, saying hello to each other. An hour later, I realized that all of us prisoners were having fun, and the cops were relaxed. The sun was coming in our windows. A great calm came over me. You may think I'm nuts, but I sat back and thought to myself, 'This is beautiful, fantastically beautiful.' I'll never forget that morning.

"When I was released, I was pounced on by an intense female reporter from the New York Times. I had on a second-hand Army officer's coat that I had bought for \$10, and she made a big deal about that.

"My father has been wonderful. He's a liberal journalist, who used to be at CBS with Ed Murrow, was editor of the *Bucks County Gazette*, and is now with the Bucks County Arts Foundation. My mother respects my feelings but isn't sure I'm doing the right thing. She's concerned but not permissive. I like that. I welcome her questioning.

"At the College, I'm a government major, interested in Soviet-American affairs. I'm in my third year of Russian and can read it fairly well now. I thought I'd like to go to law school, but I guess now that I've been arrested twice I'd never get accepted to the bar.

"I'm trying not to be naive about power politics. I'm aware of Communism aggressiveness and totalitarianism in Stalin's Russia, and of Chinese-fostered revolutions and ambitions in Indonesia, Laos, and elsewhere. I detest the watertight dictatorship and cruelty inside Red China. But I think that even in terms of power balances it can be argued that our war in Vietnam is the wrong war in the wrong place at the wrong time."

On December 6, 1967 "Kip" Shaw was found guilty of charges of disorderly conduct at the anti-draft demonstration on October 16. The other charges were dropped. The penalty for the charge of which he was convicted was dismissed.

### *In re Vietnam, III*

SPECTATOR, which is having a reasonably good year, this fall or-

ganized the largest and the best discussion on campus of the Vietnam situation. On Monday, December 4 they staged an "Open End on the War in Vietnam," a seven and a half hour continuous inquiry—in five 90-minute chunks—into the nature, effects, and consequences of the war. As Paul Starr of the *Spec* staff told the crowd of roughly 1,600 listeners, including 40 faculty members, in Wollman Auditorium: "This is not a debate on American foreign policy but an exploration of the origins and effects of the Vietnam war."

The first panel was probably the most informative, though all were good. Composed of Columbia's Roger Hilsman, David Halberstam of *Harper's*, John McDermott of *Viet Report*, and Hugh O'Neill, Director of the American Friends of Vietnam, and chaired ably by Columbia's historian of Africa, Graham Irvin, the group contributed large doses of background information, strategies, and insights in a refreshingly reasonable and scholarly fashion. The surprise of the first unit was editor John McDermott, who astonished listeners with his grasp of the Vietnamese social structure, religious factions, and North Vietnamese inner fights, and whose calm, brief debates with Vietnam supporter Hugh O'Neill were models of reasoned discourse.

The *Spectator* "Open End," with its respectful debate and factual grounding by highly informed per-

sons, made the Teach-Ins and partisan rallies seem like opinion barks or revival meetings. Like the journalistic reports of the *New Yorker's* Robert Shaplen, it brought reason, fact, and criticism to a subject that has turned some of the most scholarly men in America into cardboard apostles. The Vietnam engagement is having much the same effect on many American intellectuals and artists that the Depression had in the 1930's, when much about the proletariat often replaced accurate, enduring work. To its courageous credit, the *Spectator* "Open End" helped, in a small way, to keep honest inquiry alive on this hot topic despite the national froth.

### *In re Vietnam, IV*

ONE OF THE participants in the "Open End" was David Schoenbrun, the former CBS correspondent, who is now at Columbia teaching the nation's only college course on Vietnam. We asked the energetic, stocky instructor to talk with us at the Faculty Club, and he cheerfully accepted.

Schoenbrun, who has a finger missing because of an Arab knife in North Africa, and who once taught French at City College, smoked continually during our long chat. A man very broadly informed about current history, he was, we were warned, inclined to lose his scholarly cool because of his passionate conviction that President Johnson, whom Schoenbrun knows well, is getting less imaginative

and more close-minded monthly about Vietnam. We were not surprised when his voice rose near the end of our conversation.

According to Schoenbrun, "Vietnam is America's most tragic error. We've made foreign policy mistakes before, but we were not such a central nation in the world then." He told us that he believes President Johnson "wanted to go down in history as the great liberal president," and took some courageous steps, but was compounded by foreign affairs, of which he knows very little. "And he won't seek the best advice."

Schoenbrun contends that the Vietnamese civil war is just that. "The Vietnamese revolution was almost completely self-generated to obtain freedom from cruel French colonialism. It began even before there was a Red China." He maintains that "President Johnson is now apparently convinced that America's security will be threatened if Communism sweeps through Southeast Asia." But he feels that this is not true. "By what process of reasoning do we give millions of dollars to Tito and wage war on Ho Chi Minh? Why do we tolerate Castro next door but think we are threatened by a Castro-like revolution 4,000 miles across an ocean?"

What should the U.S. do? "First, we must educate the general public about the actual situation. We must inform people that this war is not a just one, nor even one in America's self-interest. That's why I've been writing articles and giving hundreds of talks in 44 states. Student protests are effective, although the media tend to play up the most extreme protest from the most disreputable elements. Second, we should stop the bombing of North Vietnam and then offer to phase out our troops if general elections are agreed to. Third, we should allow general elections throughout all Vietnam, with international observers."

What about the rest of Southeast Asia? "If they are alarmed by our pull-out we might offer our aid to Thailand, or any other nation that can prove outside intervention and honestly requests our help. The U.S. should stand willing to help prevent subversion. It should not, however, intervene in a national social revolu-



Alan Eastman

David Schoenbrun lecturing  
The nation's only college course on Vietnam



Patrick Foy '69 (right) on Low Plaza  
To combat centralization and levelling

tion, which is what the Vietnam struggle is."

### *In re Vietnam, V*

A NEW ORGANIZATION to combat what it calls "left-wing idiocy" has been formed at Columbia. Called the Douglas MacArthur Society, and headed by Patrick Foy '69 of Miami, Florida, it is a Paul Revere operation hoping to alert students to what it says are the dangers of growing cen-



New dorms head Jim Nugent '48  
Off to a popular start

tralization and power in America.

As Foy sees it, "the aim of all liberals" is "to eliminate all hardship and suffering and every inch of inequality" in America through the power of government. To him and his 11 Society colleagues, "this is not only a utopian dream, but a hope that, even if it were fairly well fulfilled, would only lead to boredom, mediocrity, and all reason to create, to excel."

The Society's literature often contains language as strong and accusations as wild and cocksure as some of this season's literature of the SDS, an element whom Foy refers to as "the filthy beatniks and their older, pink intellectual allies." Says Foy: "The Communists in Moscow who are really running the show with the aid of their agents in Hanoi and their dupes in Washington, are reaping enormous value from the way we are presently involved in the war . . . Our goal should be to get out of Vietnam as quickly as possible—not by withdrawing, but by winning promptly and conclusively and then sending our troops home."

### *New Man in the Dorms*

SINCE 1950 Joseph Nye has been director of all the University's residence halls. With wit and good sense, he has fielded 17 years of periodic student censure and undiminished undergraduate vandalism in the College's five residence halls and has even earned an occasional remark of reluctant praise, especially from members of the Undergraduate Dormitory Council, with whom he has worked amiably. Nye's renovations of the dorm lobbies have been generally applauded, but his attempts, with James McDonald, to upgrade the dining in John Jay, while considerable, have not been so widely appreciated.

Henry Wriston, former president of Brown and head of Columbia's American Assembly at Arden House, once wrote about college kitchens and food: "At no other point in the whole college does apparent extravagance pay such large dividends. Poor food means poor morale in students at their 'eatingest' age."

During his reign Joseph Nye has moved with this conviction, though budgetary requirements have not per-

mitted the "extravagance" of superlative food at beany prices.

Now he has been promoted to Business Manager of the University.

For Nye's place, Columbia officials have selected James Nugent '48, the Director of University Housing. The tall, easy-going, capable Nugent, who once captained Columbia's swimming team, has his work clearly cut out for him. Some of the residence halls, built half a century ago, are in need of modernization and renovation, and new ones are planned. Nugent got off to a good start with the students. He abolished the unpopular freshman board plan.

### *The New Class*

THE FRESHMAN CLASS is all right. The 693 members of the class come from 424 schools in nearly every state and several foreign countries. Their median verbal SAT is 686, the highest in Columbia's history and the median math score, 688, is second highest. Over 85 per cent graduated in the top quarter of their class.

Two noteworthy items. Columbia, along with Cornell, had the greatest increase among the Ivy colleges last year in the number of applicants, 12.6 per cent. Alumni assistance in recruiting, something in which Columbia has lagged seriously, is improving rapidly.

Also, this is the first class in the College's history where every student admitted with a need for financial aid received some aid. According to John Wellington '57, new director of College Admissions: "We accomplished this by distributing our scholarship and loan funds a bit more thinly. We did it because we felt it was more humane. Admitting some students to the college without offering them financial aid seemed a cruel procedure, even though it was necessary until the recent additional generosity by the College's alumni through the Annual Fund."

This class may be the most sensitive ever. One freshman thoroughbred with especially acute antennae, decided, after a 10-minute group meeting with some classmates and his faculty adviser, that he and his professor-adviser had an unbridgeable "personality conflict."





Freshman Laurence Bradford, Jr.  
Two years ago, the first Negro Senate page

### Aid For the Finest

THE COLLEGE'S admissions office has, with University endorsement, instituted a new scholarship program for 15 to 20 of the finest freshmen in each entering class. It is called the John Jay National Scholarship Program, after John Jay, Class of 1764, and the John Jay Associates, the elite group of alumni donors to the College who will sponsor the students financially.

The purpose of the program is to give the most brilliant and talented students extra time to devote to their academic pursuits and to have them meet from their early weeks on campus, with some of the leading intellectual, political, and cultural figures of their time. Hence, the John Jay Scholars will be freed from part-time work and loans and given scholarship grants only, from a \$100 honorarium for students with wealthy parents to as much as \$4,000 to students who are in extreme need.

And, they will meet as a group once a month during their freshman year for evening dinner and informal conversation with senior Columbia professors and noted persons in the arts, politics, sciences, and the professions. Said University Professor Jacques Barzun '27, the honorary

sponsor of the group, "The planned conversational exchanges make me think of this program as one of the happiest inspirations the College has ever had." The program's executive director will be Michael Goldman '56, Assistant Professor of English, poet, and a literary critic for *The Nation*.

The annual John Jay Scholars selection will try to include at least one young man from each of six major geographical areas: New England, Middle Atlantic, Southern, Middle Western, Mountain, and Pacific. But the majority will be chosen without regard to region. Of course, color, religion, or socio-economic background will not be a factor. "We'll be looking for those rare young men," says admissions chief John Wellington, the originator of the idea, "the ones we think show great promise of making major contributions to the world because of their extraordinary qualities of mind, imagination, character, and personal fire." Wellington added: "I'm particularly pleased that brilliant young chemists will sit down to talk with great poets and novelists and that gifted young sociologists will chat with famous brain researchers and noted artists."

One senior professor, who wished to remain unidentified, added, "In re-

cent years the undergraduates have invited fewer and fewer of the important people in world civilization to the campus. The students, wonderfully dedicated to immediate social issues, have increasingly inclined toward minor persons whose commitment and zeal, as well as their very lack of responsible position and sustained performance, seems attractive. But students should not lose contact with genius and statesmanship because of some notion about 'Establishment.' New York is now the great world-city, and not to capitalize on Columbia's fortunate location here is wasteful and inexcusable. I hope the 'chats with the greats' can somehow be extended to all the College's young men."

### A Vice President, a Dean

STUDENT RIOTS, moralizing, and rudeness figured in two key talks to College students this fall. Both Vice President Truman and acting dean Henry Coleman '46, complimented undergraduates for being very seriously concerned with the state of the world but urged them to be more discriminating and civilized in the pursuit of their concerns.

Dr. Truman, former dean of the College, spoke on September 28 at



College Admissions Director John Wellington '57  
For the most extraordinary, chats with the greats

the first All-College Convocation in recent years. Opening the 214th academic year, Dr. Truman was joined by 30 faculty members and deans on the rostrum in Low Rotunda but, owing to faulty student publicity for the novel event, only 300 College men, mainly lowerclassmen, were present. The Glee Club sang and the Band's Brass Ensemble played, then Vice President Truman told the audience how "the university is a unique institution in society" with peculiar but crucial procedures and position.

He commended the growing student interest in the structure and activities of the University, but said that critics, who are needed, must not let their moral passion smash Columbia's free and broad inquiry and should not expect Columbia to become "an agent of revolt against the government of the United States." Said Truman: "It is important to see the difference between questioning and assault, analysis and invective, criticism and destruction."

A week earlier acting dean Henry Coleman had told the Class of 1971 at the opening of Freshman Week, "Don't waste these four years; don't play it cool." He urged the frosh to expect that their courses be "unsettling" and not "mere confirmations

of their preconceived notions." Coleman pointed to Columbia's tradition of academic freedom but cautioned: "Protesting is not necessarily inconsistent with good manners. Picketing is not necessarily incompatible with cleanliness. The language of the gutter does not necessarily produce either humorous writing or good writing. Rudeness, abuse, and lack of respect for others have accomplished little throughout history for the causes with which they have been associated."

### **Botany's Bounty**

COLUMBIA has been given a lovely 13-acre estate in Riverdale for use as a center of botanical research and teaching. The donor was Edward Delafield, the New York financier and noted horticulturist, and the property has been designated the Delafield Botanical Garden.

The estate, between 240th and 246th Streets, overlooks the Hudson River and contains a 20-room Georgian manor house, six greenhouses, and two caretaker's houses, as well as a natural pond, a rose garden, rock garden, and sweeping lawns. Said botany professor Edwin Matzke '24, "This should really enhance Columbia's botany program."

In 1949 the University was given

the 125-acre Lamont estate on the Hudson River and under the direction of noted professor Maurice Ewing turned it into the finest center of geological study in the world. Some at Morningside are hoping that Columbia can now leap into the forefront in botany, particularly urban botany, chemically-affected botany, and fundamental research.

### **The Show Goes On**

IN THEIR first production of the year, the Columbia Players staged a swell performance of British playwright Peter Shaffer's *Five Finger Exercise*. The play concerns a family—a father, mother, son, daughter, and tutor—and their failure to communicate ideas and love. The play is frequently funny, but simmering tensions are always present and come to a boil as the play progresses.

Stanley Harrington, the father, is a successful furniture manufacturer, a self-made man, who is indifferent to intellectual and cultural matters. His wife, Louise, talks about her aristocratic origins and how she loves culture and despises vulgarity; but she cannot distinguish Bach from Mozart. She fancies that the difference between her and her husband is "the difference between the Salon and the

Benefactor Edward Delafield in Riverdale  
For the botanists, a whole new world



Saloon." The daughter, Pamela, is blithe; and Pamela's tutor, Walter, is a lonely young German who adopts the family as his own, only to become its victim.

But it is Clive, the young Oxford student and son who is the most interesting character. Sensitive, intelligent, witty, and reasonably honest, Clive is a figure, one suspects, with whom many college students could identify. But he too proves capable of inflicting raw wounds on the others.

The Players' production was entertaining and very successful in its comic attempts. It fell short only in its effort to shake us into an emotional recognition of the horrors of inadequate love and frustrated acceptance. It came close though.

Gerrit Graham '70, a veteran Player (and General Manager of the group) was particularly good as Clive, and so was Mary Cross '69B as the mother. Robert Caruso '60 came back to play the father. The direction was by John Litvack '66, who apparently was a strong factor in the excellence of the show.

## Fraternity Scene

WHAT'S UP with the fraternities? Well, not much really. They continue to decline in influence on the campus but they have retained a surprisingly strong interest among some students as comfortable, friendly hangouts. After this fall's rush period, the 17 chapters on campus had 388 active members and 160 pledges, about 20 per cent of the College's 2,700 men. This is off from the 33 per cent figure of 10 years ago. In the past decade, three fraternities have disappeared from the campus—two (Delta Upsilon and Sigma Alpha Epsilon) for lack of members and one (Alpha Chi Rho) by disciplinary action of the Dean's Office. Five existing chapters—Delta Phi, Phi Kappa Psi, Phi Sigma Delta, Psi Upsilon, and Sigma Alpha Mu—are battling for survival with fewer than 25 brothers and pledges. SAM is ailing the most.

However, two new fraternities—both Negro national orders—have been established: Alpha Phi Alpha and Omega Psi Phi. Both have under 10 members at present but hope to double in size soon. Alpha Phi Alpha had been at Columbia previously,

until 1942. The new APA has no house of its own but the other fraternities have offered their facilities for meetings and rushes.

Richard Soghoian ('64 U. of Virginia) the College's Adviser on Fraternity Affairs feels that New York's and Columbia's many other facilities for entertainment are a factor in the decline, as is the increasing shabbiness of the town houses in which the fraternities are lodged. But Inter-Fraternity Council president Dave Becker, of Phi Epsilon Pi says, "The houses are reluctant to sink money into renovations because most of them are in the path of Columbia's southward expansion." Adds Becker, "Actually we are rather pleased with the fall rushing results. We managed to keep our membership up when many other organizations and activities had difficulty enlisting freshmen."

One fraternity enthusiast, a senior, said, "The new crop of college kids makes me laugh. They won't join things, and pitch in with the many College activities here; then they scream loneliness, alienation, and nothing worthwhile to do."

## Class, Profession, and Grades

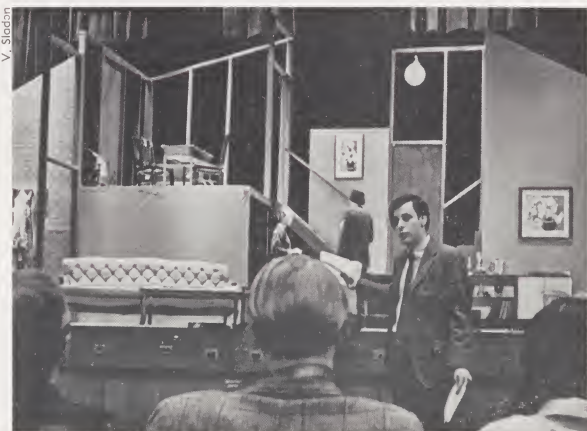
A STUDY COMPLETED this fall of the Class of 1967 had some revealing

findings. Of the 540 graduating seniors (excluding the College engineers, who transferred to the School of Engineering), the greatest number, a whopping 220, appear to be headed for college teaching, or at least they are going on to various graduate studies. Medicine and law head the professions, with 106 and 84 respectively. Business school is a weak third with 33.

A surprise is that at least 42 students, or one in twelve, have decided to drop out of the academic "rat race" and seek jobs directly. (In recent years, almost 90 per cent of the College's students have gone on to further studies.) Moreover, the job seekers seem to be students with high verbal scores, though they have low grades. This may be the beginning of a minor shift in academic patterns.

What about the College Board scores of the various student groups?

Field	Verbal SAT, average
Grad. Art & Literature	704
Jobs	664
Medicine	658
Grad. Social Study	655
Grad. Science	654
Law	654
Secondary Education	652
Military	637
Other	624
Business School	587



Director John Litvack '66 with the Players  
What happens when you can't communicate?



Field	Math SAT, average
Grad. Science	699
Medicine	690
Grad. Social Study	670
Other	662
Law	661
Grad. Art & Literature	656
Jobs	655
Business School	645
Military	627
Secondary Education	620

And the relation between the career aims and academic averages?

Field	Academic Average in College
Grad. Science	11.659
Grad. Art & Literature	11.256
Medicine	11.139
Grad. Social Study	11.109
Law	11.018
Secondary Education	10.112
Other	9.914
Business School	9.710
Jobs	9.699
Military	9.260

## Computers, Wow!

COLUMBIA'S PROFESSORS may soon be able to "talk" with computers without leaving their buildings or even their offices.

University officials approved this fall a \$3 million expansion of Columbia's already strong computer system. The expansion will place about 200 computer typewriters and television-like cathode ray tube terminals in the buildings around the Columbia campus, enabling scholars and students to feed vast and complicated research problems into the University's computer center from their desks and get answers back in minutes.

For example, an urban planner seeking to identify trends in population shifts or group income levels could use his terminal typewriter to ask the computer to manipulate stored up national, city, and neighborhood statistics. He would get an answer in minutes for a project that would otherwise require days of work.

The expansion requires both another modernization within the computer center to handle the increased assignments and the installation of the local terminals in the various buildings. The expansion, expected to be completed by the end of 1969, has already begun. Dr. Kenneth King, the Computer Center's director, expects that 30 terminals may be operating on Morningside Heights by January, 1969. A new IBM 360,

model 50, will be installed at the Center this May, and will be coupled to a model 75 in July. In March 1969, an IBM 36, model 91, will be installed. Model 91 tackles problems 10 to 100 times faster than the IBM 7094, currently the University's principal computer.

Columbia's computers already are handling as much research as the computers of any university in the world. They now process almost 700 jobs a day, about one a minute. By Friday afternoon there is usually a backlog of 30 to 40 hours of computing. To meet the demand, the University's computers work all day and all night, seven days a week. They never stop—except for repairs. Even so, says Dr. King, "The people with little problems are being squeezed out, because of our overload."

Students use about 10 per cent of the computer time at present, but the expansion will increase student use of the machines. All undergraduates in the School of Engineering and Applied Science are now required to take a course in computer technology. A new course in computer science for the College's students started last year and is oversubscribed. By 1970, predicts Dr. King, most undergraduates and many graduate students will have had some experience with computers during their Columbia years.

Nearly every department and professional school is already using the computers, including unlikely ones like architecture and music. In architecture, the computers help measure the strengths of new kinds of structures and musicologists have come up with a whole new field, cantometrics (the relation of any culture's music with its social characteristics).

"When we've reached our goal," says Dr. King, "I think Columbia will have the most outstanding university computer system in the world."

## Great Teachers

FRENCH PROFESSOR Donald Frame, a long-time popular teacher of French and Humanities A, one-time assistant tennis coach at Columbia, and international scholar and translator of Montaigne, was one of the two recipients this year of the Great Teacher Awards, made annually by the Society of Older Graduates. The



French Professor Donald Frame  
From alumni, the Great Teachers Award

other was Chemical Engineering professor Henry Linford. The Society is composed of the most loyal and helpful College and Engineering alumni out of college at least 30 years.

In our Fall issue, we mentioned that several of Columbia's great old professors had retired. We inexcusably left out two who have been extraordinarily close to the College during their careers: philosopher John Herman Randall '18 and economic historian Louis Hacker '22.

Professor Randall's history of philosophy course, along with that of Irwin Edman, has for three decades been a favorite of undergraduates, despite its crushing reading loads. And, Randall's book, *Making of the Modern Mind*, was a text for several generations of students in the 1940s and 1950s. Professor Hacker's course in American economic history was also an informative and popular one for many College men. His great book, *The Shaping of the American Tradition*, still a major economics source book, has been digested, in whole or part, by numerous Columbia students. Both men belong in that pantheon of great Columbia scholars who have taught College men regularly and with deep concern, enabling Columbia College to remain one of the liveliest undergraduate educational institutions in the land.

## Instant Newspapers

NEWSPAPERS may wither and die in New York City, but on the Columbia campus the journalistic soil seems amazingly fertile. This fall it seemed that nearly every student group, and even a few individuals, with something on their chest, collected a few hundred dollars and printed a newspaper. In one month, we counted seven of them.

All of the newspapers are distributed free, have no ambitions of permanence, but come out occasionally when money permits or some problem urges. Like student attitudes and approaches to many things in the past few years, they are hit-and-run endeavors. Organization, durability, regularity seem anathema.

The Students for Democratic Society last year started the *New Left News*, and on October 9, 1967 came out with Volume II, number 1. It is boldly polemical and accusatory and has a cartoon strip with a hero in Superman-like tights with the initials SDS on his back. The paper fearlessly fights the Establishment, cowardly and fiercely repressive University leaders, the faceless bureaucracy, warmongers and their apologists, industrial imperialists, and phony liberals, as well as war, hatred, hypocrisy, stupidity, plots, and puritans.

A few students around Earl Hall put out several issues this fall of a sheet called *Heights*. "It's not a newspaper. It's an opinion paper," said Larry Susskind, its editor. Susskind was gravely concerned that the paper be truly democratic, so there was no editorial hierarchy but only a floating group of helpers, all fully equal in status. Susskind also wanted the paper to have no one opinion behind it, so he and the others printed everything from genuine literary tidbits to mystical outpourings and hate stuff—all clothed in a swirling psychedelic design. Numerous students unappreciatively called the paper "polyglot trash," "pothead pot pourri," "newspaper of the absurd," and nasty things like that. *Heights* folded by the first week in December.

*Tomorrow Press* is a tale of two campuses. The single huge sheet (17" x 23") is the sometime product of Columbia graduate student Michael Brown and Harvard senior Merrill

Kaitz, and is distributed free on both campuses. Its name is derived from the Russian female shotputter Tamara Press, whose picture in a track suit adorns the masthead.

The paper contains whimsical and biting news commentaries, poetry, and anecdotes. Editor-patron Mike Brown explained to us: "News and literature are written at the same time and are connected but are seldom printed together. We're trying to put them together, in a kind of mosaic. The paper has social and political goals and is meant to be read by lots of people right away. We prefer this to writing eternal literature in books or learned magazines which almost no one reads. We have no great plans. We'll just keep publishing until it grows or dies."

Judging from student responses, we surmise that it is hard *not* to read a single-sheet newspaper that is free. It is brief; it seems urgent; it must be timely. As one junior said, "Magazines are big and boring. Mimeographed announcements you just know are sheer propaganda. But small newspapers are nicely in-between." And, to the students who put them out, they have the advantage of being cheap and easy to assemble.

## Clever and Omnipresent

ONE OF THE BUSIEST and most imaginative activities on campus is the Columbia Band. In the past year the band has played not only at football games but at the basketball games and the key swimming, fencing, and crew events. It gave a cold, entertaining outdoor concert to astonished passersby at Rockefeller Center at Christmas time and a warm, high-quality Winter Concert, with the Glee Club, in Wollman Auditorium on December 10.

The Band had also begun to spin off groups. Band musicians have begun to explore the chamber music literature for woodwinds and brass. Last spring some members formed a wind ensemble and gave a concert of Mozart, Gabrieli, Hindemith and other works for the Morningside public. This fall at the Convocation, a brass ensemble blew rather well. Also, last spring, a portion of the Band's 75 members, led by saxophonist Marty Laskin '69, formed a jazz and dance

band *a la* Count Basie, and played at the Ted Kremer Society's Moonlight Sail in April.

For the more formal occasions, the Band has a new musical director, David Josephson '63, who also teaches in the Music Department. For the less dignified romps, there is a Pep Band of about 15 members, led by head manager Peter Janovsky '68. It is this Pep Band that has revolutionized basketball watching and cheering. (Columbia's was the first band in recent times to play at basketball games, and still is one of the only Ivy bands ever to appear at them.) Alumni, faculty, and students have marveled, roared, and clapped to the Band's throbbing rendition of "Tequila" and its fanfare version of the chorale opening of Beethoven's Ninth Symphony.

The Light Blue musicians are the Ivy League's most nondescript group, sporting everything boaters to beards, striped ties to white turtleneck sweaters. But they are easily the most imaginative, fun-loving, supportive gang in the League. Or, as they prefer to label themselves, the "cleverest."

## Redefining the Sports

THE PHYSICAL EDUCATION Department is having fits, but College students are finding new ways to fulfill their requirements for two years of physical education.

This winter the College's Committee on Instruction (the Faculty plus top deans group that makes College policy), acting upon a petition from numerous musical students, allowed the undergraduates in the Columbia Band to substitute participation in the Marching Band during football season for a half semester of regular physical education classes and receive credit for it as "athletic exercise." Band members who receive credit may miss no more than one game or two practices, and Band Director Josephson will give them grades.

One enterprising freshman went one step further by winning permission from the College's deans to fulfill part of his physical education requirement with participation in a folk and modern dance course with the young ladies in Barnard.

We await the next petition. Cheerleading? Protest marches?

# Who's Running





# Our Colleges?

by THE EDITORS

ADMINISTRATION is now a dirty word on most American college campuses. Like some other agencies or groups that are disliked, it has been made into an abstract noun and capitalized: The Administration. To many campus intellectuals, college and university leaders and administrators are the favorite new enemy, persons who are to be constantly distrusted, restricted to housekeeping chores, or even done away with in large measure.

Partly because of this growing feeling a very serious problem has arisen at most of the nation's institutions of higher education. Not only has the management and intellectual leadership at the colleges and universities suffered a precipitous decline in quality in the post-war years. Worse, an alarming shortage of even serviceable educational administrators is developing. According to a recent American Council on Education survey, over 300 colleges and universities are without presidents. (A few good institutions, Reed College for example, have been without a head for several years.) Roughly 1,000 deanships are going begging. And this situation exists while new colleges, universities and community colleges are being opened at the rate of about 150 a year to handle the enlarging demand for more and better higher education.

In addition, dozens of the top college and university officials we interviewed told us that the shortage is even more acute at the "bright young assistant" level. Imaginative, broad-thinking, mature persons between 30 and 45 who are willing to be vice presidents, associate deans, and junior officials in the academies of learning are scarcer than

*An unusual essay describing the inside machinations of college and university administrations. Complete with names, quotations, power struggles, policy shifts, and new trends—stuff hitherto unrevealed in this or any other leading publication.*

New Yorkers who love mountain climbing. Also, a recent article in *The Atlantic Monthly* by Elizabeth Brenner Drew reported that in Washington's U.S. Office of Education "one-third of the top-level jobs are unfilled."

To a certain extent, the shortage of young academic executives is part of a general one, reflecting the low birth rates between 1929 and 1942, the Depression years. A just-issued special report from the U.S. Census Bureau notes that the United States has entered a period which should last until 1980 or so, when young males will be in short supply; by the mid-1970's the male population between 35 and 45 years will decline by more than 1 million. But the reasons for the dearth of talent for administering America's colleges and universities goes beyond mere population figures.

GRAYSON KIRK, Columbia's president, suggests some other reasons for the new shortage of academic administra-

tors. "Top academic officials used to have real authority and prestige, almost as much leisure as the professors, salaries that were substantially higher than those of the top faculty, more secretarial help, and travel allowances. Now, deans and presidents get blamed for everything while their actual authority is declining. They are sometimes unable to take the one-month annual vacation allowed them—and several at Columbia haven't—while professors have fewer courses, the summer off, sabbaticals, and many more year-off grants available. There's hardly time for administrators to keep up with 'must' reading, so that reading for enrichment has to go, and so do articles, books, and well-polished speeches. As for salaries, the very best professors now make more than the administrators, and most faculty members also have adequate secretarial help and plenty of opportunities to travel broadly."

Dr. Kirk added, "We could recruit some top young executive talent from business or government, but faculty tradition demands that university executives come from the professional scholar ranks. Also, all academic administrators are forced to be mendicants because the financial problems of all colleges and universities are so acute. My first budget at Columbia was about \$20 million; today it is over \$130 million. This six-fold increase in 14 years is explosive in its implications, and the burdens resulting from this explosion have fallen almost entirely on the backs of deans and presidents. How many scholarly young men want to walk into that kind of responsibility?

"Lastly, there's the new pressure—



Thomas Brown

**JAMES STACY COLES '36**  
President, Bowdoin College

"When I first became president here in 1952, Bowdoin's annual budget was around \$1 million; now it's over \$6 million. Faculty salaries were very low, many professors were not very cosmopolitan, there were no department chairmen, no activity on campus all summer, and most college offices closed for lunch for two hours daily. Many of the faculty didn't even have offices, but worked out of their homes. The former president had been in charge of everything. He knew all the key people in town and around Maine, and taught a course. There was a Dean of the College, but no business manager, fund-raiser, or dean of the faculty. We had almost no facilities for modern science or for art and drama. Bowdoin was bothered by no one for government or community service. Needless to say, things have exploded here in the past 15 years. It's been very punishing, for everybody and for me. I taught a course, in physical chemistry, for the first five years; but scholarship requires careful, intensive work and solitude. Administration demands rapid thinking, scanning, quick decisions, and countless hours of persuasion and cultivation. I had to give up teaching. The work of upgrading, raising money, and innovating was too heavy. I had to stimulate every department and help several departments recruit new faculty, and get Bowdoin a music and art building, a computer center, and the like. I had to think about what the college

could and could not do, and think about how it should be run. We couldn't do big research, so we pushed great teaching. We couldn't afford big science, so we built up one of the best little math departments in the nation. We thought up the idea of our much-praised Senior Center, a handsome, separate building for the whole senior class, with a director, visiting experts, special programs, and unusual seminars to give seniors a greater challenge, more independence, increased exposure to great people and ideas, and better class spirit before leaving us. To serve the community more, we organized, with Colby and Bates, Maine's only educational television station. We also reorganized our administration. I now have three key aides: a Dean of Faculty, in charge of all academic and faculty matters; a Dean of the College, in charge of all college matters from curriculum to athletics; and an Administrative Vice President, in charge of fund-raising, alumni affairs, the treasurer, and all business matters. We've had to improve communications too because numerous alumni and faculty were very suspicious of our changes. I suppose I have failed to some extent on the financial side. We had a deficit of \$300,000 for 1966-67 and expect twice that much this year. But nearly all good private institutions, I hear, have a grave financial crisis on their hands. But you have to build for a better education, and hope that support will come along."

sudden and often fierce—from outside the campus to have Columbia and similar institutions help solve the problems of society—from Chinese aggression to space exploration, from their community's race problem to air pollution. 'It's your duty to help,' everyone says. But what about the *time* it takes? Professors already have too little time for students, and for their own work; administrators already have inadequate time to devote to the learning atmosphere on their campuses. And where is the money to come from? Colleges and university administrations used to benefit from the services of campus idealists who wanted to improve the teaching and learning at their institutions. But now fewer scholars think in terms of *institutional* loyalty, and teaching has become one of the lesser obligations of a university professor in the minds of many key people."

Other presidents, deans, and faculty members to whom we spoke noted other factors that have made academic leadership unattractive: bad organization and unclear decision-making among the leaders; "aggravation and heartaches" (as one vice president put it); unmanageable work loads; political opposition from state and local figures; refusal to adopt modern techniques of management; absence of purpose in the institution; weak planning and data-gathering procedures; and "no time to think about innovations."

A dean in California said: "Look, this country at present wants new gadgets and ideas, military supremacy, and greater social justice. That means research and public service will get top billing and most of the big money. Teaching the young to be intelligent, imaginative persons of high character is simply not a high priority among our national goals any longer. So *professors*, particularly research professors and scholars who help solve society's immediate problems, are the key persons. The great teachers, and especially the conscientious *administrators* dedicated to better curriculum, library, teaching, and intellectual discourse between teachers and students, are out of it."

**A**CTUALLY, the whole business of academic administration is quite new.

The first dean did not appear on the American campus until 1870, the first registrar until 1887, the first vice president until 1889; the first business manager until 1906. Until the founding of Johns Hopkins in 1876 there were no European-like universities in the United States, only small liberal arts colleges where the president was the only administrator, except for the librarian and the bursar, and was often the chief teacher, preacher, student counselor, faculty adviser, fund-raiser, and registrar besides. As other new universities like Cornell, Stanford, Chicago, Michigan, and Wisconsin came into being, and as older colleges like Columbia, Harvard, and Yale expanded their size and operations in the late 19th century, academic administration was born. That unique institution—the *American university* with a liberal arts college at its heart, a research-oriented graduate school for its shoulders, and professional schools at its edges—was initiated, combining the English gentleman's college, the German research-oriented university, and the Italian and Scottish professional schools (teaching, research, public service).

The birth of such novel academies required strong-willed, purposeful, daring, enterprising presidents for midwives. And they appeared: Andrew White of Cornell, Charles Eliot of Harvard, Daniel Coit Gilman of Johns Hopkins, Nicholas Murray Butler of Columbia, William Rainey Harper of Chicago, Charles Van Hise of Wisconsin, David Starr Jordan of Stanford, among others. "Captains of erudition," Thorstein Veblen called them. They brought in money, encouraged research, engineered many innovations, recruited top scholars, battled for academic freedom, and dominated their boards of trustees.

The last-mentioned task was very important because technically every state government vests, through a charter, *all* authority for each college and university in its boards or trustees. Samuel Capen, former chancellor of the University of Buffalo, once wrote that colleges are "a simon pure example of authoritarian government." Until the late 19th century many boards, comprised largely of clergymen and hard-driving businessmen, took the charge seriously. But gradually, the presidents, and then the faculties, whittled away

at the trustees' influence. Today, boards of trustees at most institutions, in fact, do little except fund-raising, selecting the president, and dealing with the most major problems of public relations or physical expansion. At some of the better institutions, Columbia included, the members also needle the president remorselessly about educational excellence and good teaching.

But, after several decades of magnificent exercise, presidential power declined appreciably. Especially since World War II, when the faculty have been able to find financial support for their efforts from *outside* their institutions (government and foundations, chiefly), many presidents have lost control of the academic life at their institutions. And, as the president's work load increased because of expanding enrollments, increased needs for equipment, space, money, and housing for faculty, and new demands for student services, he delegated more and more authority to deans. By 1959 sociologist David Riesman was able to write, "For the first time in American history, virtually no college or university president is a serious spokesman for education ideas on the national scene."

At some institutions, notably Harvard, each dean is virtually a small college president within a larger complex. Harvard's president is little more than a fund-raiser and co-ordinator of deans. (Our discussions with a few administrators and several faculty at Cambridge indicate that this arrangement is increasingly intolerable and conducive to chaos there. "Which dean gets the computer center?" one Harvard official jokingly asked. (The dean of engineering at Harvard currently has it—*most* reluctantly.)

About Columbia, which leaned in the same direction during the 1940s and 1950s, President Kirk says, "I have tried to keep up the administrative quality here by appointing great deans. I firmly believe Columbia has one of the nation's best collection of deans. They have handled an increasing amount of the administration and helped with a good deal of fund-raising—with enormous skill. However, in very recent years more and more problems—government contracts and relations, the computer center, architectural planning, student demonstrations, fund-raising, community relations,



even faculty recruiting—cut across school lines.”

The deans in turn have relied very heavily upon persons whom most analysts of higher education agree are the new men of power in modern college and university life—the *department heads*. As scholars have shifted a greater portion of their loyalties from the students and the institutions to their academic disciplines, the chairman of the department of, say anthropology or zoology has become more like a feudal lord who contributes troops and services to the king and the realm. The academic department is now, on most campuses, the basic academic unit, with key control over educational policy, programs, and personnel.

As John J. Corson, whose book *The Governance of Colleges and Universities* (McGraw-Hill, 1960) is the best in the field, says, “Departments have the power to initiate most actions that affect the basic function of the institution.”

The chairmen of academic departments recruit and promote faculty members, they decide on individual faculty work loads and teaching assignments, and they fix classroom procedures, even rules on grading and absences. Through their faculty selection and promotion power (only rarely checked by interdepartmental *ad hoc* committees) they determine the kind of scholars that the university and the students will have, the quality of teaching the undergraduates will get, and the balance or unbalanced emphasis the department will possess. Through their power of compiling courses, they influence curriculum, neglect or encourage undergraduate education, and regulate the size of classes.

Actually, department chairmen frequently work closely with the deans of their schools, and they consult regularly with their senior departmental associates. And, the chairmen are occasionally dependent on the concurrence of the one or two big stars in their departments, men whose wishes they dare not cross.

This dependency can create difficult tensions in a department chairman. As a chairman at one Eastern university told us: “The dean of our college wants better teachers, who have broad interests. My two most famous colleagues

want brilliant researchers. If I please my fellow scholars, the undergraduates and the alumni howl. If I please the dean, my colleagues accuse me of selling out great scholarship and they start looking for a post elsewhere.” The ideal, of course, is to get brilliant scholars who are also great teachers. This is what Columbia has consistently sought. But such men are exceedingly rare.

Departmental chairmanships may be for life or for a short term, to be rotated among the top professors. (At Columbia they are for three-year terms, renewable.) Both types of appointment have advantages and disadvantages. A University of Chicago committee found, in 1959, that many of the truly great departments were built by one man, acting almost dictatorially, deriving his own stature from the stature of the department he assembled. Many of the worst departments, however, were built in the same way. On the other hand, rotating chairmen and greater egalitarianism within the department tended toward middle results.

The new power of the department chairmen is not yet widely understood. Worse, the tremendous new duties, chores, and burdens of department chairmen are seldom recognized or provided for. Today's department head is in much same wildly busy situation as the old-time college president; he teaches one-third time, does academic administration — faculty recruiting, budgets, curriculum — one-third time, and counsels students and gathers faculty ideas and consensus among his colleagues one-third time. He even raises money frequently for deserving young scholars or for research projects he wants done. Unlike the old college president, however, he tends to have relatively little sympathy for the institution's overall needs or for the needs of undergraduate teaching and education. (Columbia is a strange exception here.) He remains primarily a *scholar* in loyalty and sees himself as a spokesman and representative of his colleagues, and of the academic guild of which he is a member.

Because of the amount of work, the responsibilities, and the loss of time for personal intellectual growth that the department chairmanship requires, it too is a job that is getting harder to fill, especially since its new importance

and busy-ness is so largely unrecognized. “We have done too little for the department chairmen,” says political theorist Herbert Deane, former vice dean of Graduate Faculties of Columbia. He points out that at Morningside, department chairmen get no extra pay. He, and others, believe that they should almost certainly have “assistant department heads” or “administrative assistants”—mature young men of a scholarly bent. “But there is little University money for such aides, and anyway, where does one find such young men?” asks Vice President for Administration Warren Goodell.

THE NEW AUTONOMY of the academic departments has brought several new controversies of an administrative sort. Some students, for example, would like to see undergraduates have a voice in promotion and tenure decisions, and they increasingly reject departmental course offerings that they feel are there to satisfy the particular desires of the professors and not because the faculty jointly, in conjunction with them and the dean, decided that the set of courses would most benefit the students educationally. “To hell with courses like ‘Whimsy in the Work of Wordsworth and William Carlos Williams!’ I want solid courses in Epic Literature, *Modern Economics* (that includes topics like advertising, foreign trade, human capital, and automation), and Negro history,” one College junior told us.

Just how much autonomy should a department be allowed? “Columbia's central administration has been permissive about departmental control,” says chemist Ralph Halford, former Dean of Graduate Faculties and now Assistant to the President for Special Projects. “If you really believe in faculty control of the academic life you simply have to wait for faculty initiative and trust faculty direction.” Former Vice President Lawrence Chamberlain was of the same opinion.

This hands-off approach worked fairly well with those departments that took their obligations to the College, the University, and brilliant scholarship *cum* good teaching seriously. But a few departments at Columbia have neglected the College students or have been slow in making top-notch new appointments. In one or two of these



JAMES CHIPMAN FLETCHER '40  
President, University of Utah

"I'm a nut on planning. I suppose it comes from my background as a scientist, a former assistant secretary of the Air Force, and a corporation executive. As soon as I came here in 1964, I undertook to put together a 10-year plan. It took me nearly two years, but I met with each of our 70 academic departments. Most of them came up with really fine 10-year projections. As one result of the meetings, we gave the larger departments new 'Associate Department Heads' to relieve the top men of some administrative work, and we gave the chairmen of the weaker departments some money to travel and help with recruiting better scholars. Four problems arise in university planning. One, we are saddled with old, ingrained patterns in a day of rapid change and new obligations. Two, we don't really know precisely what a good state university ought to be doing. No one has defined the modern purpose of the university. Three, it's very difficult to do cost analyses or effectiveness studies in academic institutions. And four, the faculty, who should run much of the institution are usually too busy with their own teaching and research to get deeply involved with the broad-scale, long-range needs of the undergraduates, the state of Utah, and society. This past spring we reorganized the whole administration here. Why, the academic vice-president had over 30 people reporting to him, an impossible load! What I did with my own position was delegate

my entire range of duties to other people. Now, for the first time, I have time to think, to handle emergencies well, to read about what's going on around the universities and the world, to innovate, to meet with the faculty, even the younger ones, to inform the governor, legislature, and key alumni of our needs, to concentrate on problem areas. By withdrawing myself from involvement in most of the decisions, I can be more impartial about campus controversies. I still work 70 to 80 hours a week, but more productively, skillfully, I feel. Only two men report to me: a provost and an executive vice president, an inside and an outside man. The provost is in charge of the total academic life at Utah. An academic vice president, in charge of all teaching and research, reports to the provost. And, there are two deputy vice presidents for academic affairs to aid the deans and help solicit faculty opinions. Some faculty are suspicious of the recasting. Good management smacks of business procedures to them. A university is certainly not an industrial corporation, but neither should it be a clumsily-run institution with an antiquated, understaffed administration. I now go to faculty meetings and goad my colleagues with questions like, 'Why aren't we as good as Columbia or Michigan?' or 'How would you spend the money now available?' Constant meetings with the faculty are important—to get educated and to educate them."



Don Glens

#### MARTIN MEYERSON '42

President, State University of New York at Buffalo

*"The greatest problem of the modern, high-powered university is to develop meaningful intellectual ties within its confines. I became acutely aware of that when I directed the Harvard-M.I.T. Urban Affairs Center; and it was probably our chief problem at Berkeley, where I was acting chancellor for awhile. Faculty and students hardly know each other. Columbia is an amazing exception here. And among the faculty, senior and junior professors don't know each other, nor do senior professors from different fields. Chicago is an exception here. As I see it, scholarly excellence depends on a vertical thrust of the disciplines, but education depends on horizontal exchanges. We therefore have to create a grid. So we're reorganizing the whole university. I've broken the university up into eight faculties: Social Science and Philosophy, Arts and Letters, Natural Sciences and Math, Law and Jurisprudence, Health Sciences, Educational Studies, and Engineering and Applied Science. So, for instance, the business school and social studies departments might be merged in the Social Sciences Faculty, bringing greater professionalism and outside problems to the departments, and more scholarship and breadth to the professional school. For each Faculty, I have appointed a fine Provost, and we'll give him block*

*budgets to play with. Cutting across the eight faculties will be three university-wide deans: for undergraduate education, graduate (and professional) education, and continuing education. The third idea to encourage intellectual cohesion is that of building 20 or so separate colleges of about 400 students each, with commuters and residents, graduate students and undergraduates, married and unmarried all mixed in. We hope to have seminar rooms and cultural events in each college, and we'll probably allow each college to develop its own flavor—bohemians, grinds, pre-meds, or what have you. As for running the university, we now have six vice presidents: for business, student affairs, research, university relations, facilities planning, and an executive vice president. Since we are in a growth situation, we have been doing a lot of faculty and administrative recruiting. I've asked each department to seek men abler than themselves. I help out when the professors need me. Also public service is a burgeoning thing. We'll be increasingly expected to help re-shape the economy of upper New York State, as well as move the social and cultural affairs of our area. We need to think about new institutional arrangements. Since we are building a \$600 million, 1200-acre new campus, we have a superb chance.*



departments, faculty members looked for administrative prodding and help, but because of the administration's trust-the-faculty approach, received very little. "Frankly," said one top Columbia administrator, "our lip service to departmental autonomy has hurt us much more than it has helped. Administrators *must* step in whenever a department is not self-critical, not keen about greatness, or neglectful of its obligations." President Kirk contends, however, that, "We have on occasion moved in when the situation obviously required it."

Though recruiting by administrators is still done at many colleges and universities, no administrators at Columbia, except some of the deans in the professional schools, ever recruit faculty, a dogma that some believe is a severe hindrance to the rejuvenation of the few ailing departments.

One man who disagreed with Columbia's approach was Princeton's former president, Harold Dodds. In his book *The Academic President: Educator or Caretaker?* (1962) he wrote, "Appointments to vacant professorships cannot be left exclusively to the departments concerned." He argued that the good of the students and the whole university has to be brought into play in appointments, and not just regard for a scholar's standing in his discipline. Also, said, departments tend to pick disciples or friends in their own areas of special interest; they sometimes refuse to consider men more brilliant than themselves; and they occasionally seek established "names" rather than the real innovators in scholarship.

Several presidents and deans we spoke with agreed with ex-President Dodds. Said one midwest university provost: "We sometimes forget that professors can be as narrow, selfish, rigid, or timid as any other group." A dean in New England: "Their new craft guild mentality too often causes them to think selfishly about their own areas of interest. I've never met a department head capable of unbiased thinking about the whole picture, especially in terms of budget."

On the other hand, numerous faculty members are quick to remind one that the history of American academic life is strewn with examples of the un-

fortunate results of presidential meddling with faculty appointments.

ONE OF THE MOST troublesome problems that arises from the new departmental power at our colleges and universities is that of keeping some sort of purpose or goal for the university intact. Several dozen scholarly disciplines, each pulling in their own direction, only aggravate an already acute sense of loss of direction in the modern university. Some presidents, like Berkeley's ex-chancellor Clark Kerr, have abandoned hope of finding any purpose for today's university. Others though are determined to keep our colleges from becoming mere Oriental bazaars with student consumers buzzing around the busy, preoccupied scholar-entrepreneurs in their departmental booths.

How has the modern college and university maintained some sort of order and harmony in the midst of the fragmentation of authority? ("The history of the last hundred years in higher education is one of expanding decentralization," affirms John J. Corson.)

The president is still the central figure in current and long-range financing of his institution. By turning on or shutting off money to particular departments and by allowing or disallowing individual faculty raises, a president can still shape the character of his institution to some extent. Since very few professors, except perhaps those in the economics field, understand or care about the flow of monies, the president often can use the budget as a policy-making weapon. However, even here the departments have become much more independent, through the members' new ability to get research money from outside, consulting fees, book royalties, and other income. And, now the academic vice-president or the provost prepares much of the budget in a final form before the president even sees it.

But more important is persuasion. Nearly everyone who knows about university administration agrees that a good president today must be above all a great teacher about higher education and a powerful persuader. Whatever hierarchy of authority once existed in the old-time colleges has given way to a Balkanization of authority, held

## The Dangerous Divergence

We witness a dangerous divergence. Academic freedom is more and more interpreted in such a way as to keep the administration out of any truly academic affairs; and the faculty, in turn, has come to consider administration beneath its dignity. But educational innovations are, by definition, intellectual as well as administrative tasks. And so, they have fallen into a no-man's land. The president and his staff wait for the faculty to take the initiative; the professors on their side consider that such matters would take time away from their true scholarly pursuits. As a result, many of our universities have a dangerously low level of institutional development.

PAUL LAZARSFELD  
Professor of Sociology  
at Columbia  
(in his presidential address to  
the American Sociological  
Association, 1962)

by faculty, trustees, students, alumni, government, the communications media, foundations, business leaders, and the local community activists, as well as by the administrators. To move a university in the right direction, a president or top administrator must be an intellectual with imagination, vigor, and daring. But to move it at all these days he must be, above all, a first-rank politician and an effective pedagogue to all his constituencies. He must inform, instruct, convince them all about the total operation and its goals. "The president must spade, plant, and water," says Earl McGrath, former dean, university president, U.S. Commissioner of Education, and now director of the Institute of Higher Education at Columbia's Teachers College. He must constantly educate about the broader scene and new directions; he must plant new ideas; and he must nourish sensible and fresh suggestions from the faculty and students. The president is the *only* man on the entire campus who is both knowledgeable and concerned about the *whole* institution. The job of energetic and constant persuasion is one he simply cannot delegate.

One university president who tried

to lead without adequate attention to faculty, alumni, and outside support was Robert Hutchins, ex-chancellor of the University of Chicago. He confessed in 1955: "I now think that my lack of patience was one of my principal disqualifications as an administrator. . . . It is one thing to get things done. It is another to make them last." Henry Wriston, former president of Brown, and long-time director of Columbia's American Assembly, has written, "A president can not boss a faculty these days. It is rare indeed when he can lead it. But he can stimulate it, and he should. Such activity will not make him the benign or well-beloved; but the object or holding office is educational progress, not popularity."

**D**ESPITE THE TREND away from trustee and presidential control, several factors are conspiring to restore more centralized control and direction to America's colleges and universities. Long-time decentralization now suddenly faces powerful counter forces.

For one thing, the rigid academic department structure of higher education is being smashed by new forms of combined knowledge like bio-chemistry and the economics of education ("human capital" use and development), and a return to some older forms such as political economy and

morality literature and drama. For another, many of the most important areas for modern investigation do not lend themselves to narrow departmental analysis: the art of film, urban affairs, pollution, racial problems, undeveloped nations, and the like. (Significantly, at many universities, including Columbia, *institutes*, that is, multi-departmental faculties dedicated to such studies as Africa, population control, or child development, have sprung up as parallel power groups to the traditional departments.)

But more forceful are the new pressures for greater centralization from both within and outside the universities.

*Inside* the college or university, things like computerization, better planning, and research require central direction and responsibility and institutional-wide participation. For example, faculty research, which amounts to \$60 million at Columbia this year, half the total budget, was until last year handled through the Office of Projects and Grants, which was under the jurisdiction then of the Dean of Graduate Faculties. But research was also done at the undergraduate and professional schools, not just in the graduate faculties. It was really an all-University matter, affecting the total educational picture at Morningside. Now, Projects and

Grants is under the direction of Vice President for Administration Warren Goodell.

Ironically, student activists and faculty radicals, who are usually fiercely anti-administration in their views, are forcing greater centralization of authority. By demanding, for instance, that the President of the institution personally account for classified research of individual faculty members, they are in effect urging him to assume tighter control for the total intellectual and moral life of the university.

The greatest pressures for centralization are coming from *outside* the campus though. The increasing demands for public service from the colleges and universities arrive in the form of requests to the *institution*. A mayor or a Negro leader wants to know from an institution's leaders what their institution is doing to help solve certain of their community's problems. The university's leaders, in order to respond, require a new power to mobilize the various units and departments of the institution.

Most powerful of all are the outside pressures caused by the growing financial crisis. As the colleges and universities have been faced with skyrocketing costs, they have turned more and more away from the traditional but limited sources of aid—alumni, trustees, and rich friends—toward new sources: foundations, business firms, and the government. Demerath, Stephens, and Taylor in their book *Power, Presidents and Professors* (1967) note that while the total income for higher education in America grew from \$5 million in 1880 to \$5 billion in 1960, the proportion from endowments decreased in that period from 55.4 percent to a mere 3.6 percent. Nearly every college and university has become increasingly dependent on *annual* income from new outside sources, especially government. John D. Millett, former Columbia political scientist, ex-president of Miami (Ohio) University, and now chancellor of the Ohio Board of Regents, wrote in 1962: "For the institution of higher education as a whole in the United States, about 50 percent of educational income and about 35 percent of all current operating income are being provided by the government. In terms of social purpose,



The Trustees Room in Low  
*Responsible as ever but powerless as never*

Larry Mulvihill

our national security, and financial support, higher education has begun to assume more and more the appearance of an agency of government."

Bright students concerned about their college's or university's soul or integrity sense this development and have loudly campaigned to have their institution cease being "an agency of government." But their campaign is weakened because of their understandably hot feelings about the present war in Vietnam and their unwillingness to confront intelligently the acute financial situation of the university. (A 25 percent cut in Federal government monies might possibly cut faculty research in half and result in a 50 percent increase in student tuition.)

When institutions like Columbia seek economic aid from outside they must give an accounting of how they are spending their current funds. As President Grayson Kirk told us: "The President is more and more often asked to account to an increasing number of publics from whom he solicits help and who solicit help from him—government agencies, foundations, political figures—for the way his total operation is performing. Without greater centralization a president can't know what's happening, and thus can't discharge his public accountability very well. We, and other schools, are in a financial pickle. But you can't ask anyone for support without being able to assure him that the entire institution is being run as efficiently, economically, and farsightedly as possible—and by strong, intelligent leaders who will keep things that way." Stronger central administration has suddenly become imperative in higher education.

SO URGENT have been the demands, so burdensome the responsibilities, so busy the schedule that the nature of the college and university presidency is changing rapidly. The average president used to hold his job for 11.4 years (a 1959 survey), but recent indications show that this has dropped to around 8 years. Most presidents used to retire in that post, but now more of them (at Brown, Amherst, Wabash, and others) are retiring before they reach 65. The chief executive used to be an older man, in his 50s or 60s,



L. GARD WIGGINS '30  
Administrative Vice President, Harvard University

"Harvard is uniquely federal in its structure. Each dean is like a small-college president, with his own budget, his own staff, and his own administrative and fund-raising responsibilities. We don't even have a provost. 'Every tub must stand on its own bottom' is the saying around here. The president is aided by three special assistants—for speeches, information, and presentations; for fund-raising; and for legislative and community relations. He also has, unlike most university presidents, two governing boards: a large Board of Overseers and the small Corporation. The Corporation, composed of the president, the treasurer and five self-perpetuating Fellows, meets twice a month for a full day, and might be said to be the actual ruling group. They are the most dedicated group I have ever seen. Since I have been in this post—since 1960—powerful pressure has developed for greater centralization, from the computer center, from community relations and political problems, from outside trade union demands, from accountability to the Federal government, from fund-raising necessities, and from long-range planning needs. Our planning office has suddenly grown to nine full-time persons: six architects, two city-planners, and one sociologist. As the academic departments have grown, we have given the chairmen of the larger ones full-time administrative assistants."





Business Vice President McGoe



Academic Vice President Truman



Administrative Vice President Goodell

*Inadequate help and a quaint do-it-yourself tradition*

but recently many more young men in their 40s (Kingman Brewster of Yale is an example) are being selected because of the enormous energy needed for the post. A recent survey, *College and University Presidents* (1967), by a N. Y. State Board of Regents-sponsored committee, found that the average president's work week is more than 60 hours, with the best presidents and those at private universities putting in about 70 hours, with less than two weeks' annual vacation. (Many presidents before World War II were off all summer, as most professors still are.)

Very disturbing is that while all presidents rate initiative in shaping the purposes of the institution first in importance, most presidents today, according to several surveys, are able to spend only one-third of their time directly on educational matters. (Another third is spent on administration and planning, and the last third on external relations—fund-raising, alumni and government affairs, speeches, and correspondence.)

Obviously, the new duties, the new pressures for resuming central authority and moral leadership, and the new and serious challenges to the university's financial condition and traditional independence call for a bold new approach to administration at America's colleges and universities.

Professors should stop snickering at administrators and begin understanding how their fate is bound up with the quality of their institutional leaders. (Numerous studies have shown that the single most important factor in a college's or university's quality, or lack of it, is the excellence of its *president*.)

Especially, they should begin studying themselves and their academics. "University professors know more about everything else than they know about themselves and their habitat," argue Professors Demerath, Stephens, and Taylor in their book. Colleges and universities are easily the least studied of the nation's important institutions. Appallingly few students and faculty know how their own institution functions.

Trustees should press for a modernization of management at their institutions. Says ex-dean Ralph Halford, "While the management of universities is vastly different from management in the corporate world, I contend that at the present time universities could learn a lot from the world of business, especially in data processing, communications, and response to rapid change."

The crucial point, however, is that college and university leaders need to reform *themselves*, their staffs, their modes of operation, and their unwillingness to make the case for better academic leadership. Administrators must clean their own houses. As the N.Y. Regents Committee report—a superb document—puts it: "Presidents themselves have frequently been unmindful of the increased complexity of their jobs and have worked within the crushing restraints of inadequate help and a quaint do-it-yourself tradition." Columbia, like a surprising number of other leading colleges and universities, has been an example of this.

The University has been weak in planning and institutional data-collecting and self scrutiny. It has a veritable block about youthful executives, de-

spite President Kennedy's dramatic demonstration of the great value of brilliant young men. It has been slow to develop new administrative offices to respond to new administrative needs, and to staff them with absolutely first-rate persons. Its communications with both its faculty and students and the public have been faulty. It has been woefully understaffed.<sup>6</sup> And, it has lacked what every important academic institution needs these days: an office of projections and institutional research so that it is prepared to respond to the new world of rapid social change and to important or threatening trends.

Columbia is by no means unique. Dozens of other colleges and universities we visited have deferred to the ideas of some students and faculty that the duties of administrators are largely "janitorial." Academic leaders are probably the only leaders in society who are carefully selected for their great educational ideas and administrative skills and then shot down by the faculty, students, alumni, and trustees when they propose them and attempt to move things with style, speed, and farsightedness. The unpleasant fact is that most American colleges and universities are unself-consciously, abrasively—and badly—run.

To its credit, Columbia has, with almost embarrassing candor, recognized this shortcoming with the announcement of its recent administrative recasting, and has started to do something about it.

<sup>6</sup> In 1902 President Nicholas Murray Butler, a truly driving executive, had a personal staff of three secretaries, five stenographers, and two office boys.

# ***The Power Structure: Sense and Nonsense***

by JOHN W. GARDNER

*The noted educator contends that American notions about the exercise of power are faulty, and explains how U.S. colleges are carefully schooling their students to avoid leadership and responsibility for current conditions.*

IT IS GENERALLY BELIEVED that we need enlightened and responsible leaders—at every level and in every phase of our national life. Everyone says so. But the nature of leadership in our society is very imperfectly understood, and many of the public statements about it are utter nonsense.

The most fundamental thing to be said about leadership in the United States is also the most obvious. We have gone as far as any known society in creating a leadership system that is *not* based on caste or class, nor even on wealth. There is not yet completely equal access to leadership (witness the remaining barriers facing women and Negroes), but we have come a long, long way from the family-based or class-based leadership group. Even with its present defects, ours is a relatively open system.

The next important thing to be said is that leadership is dispersed among a great many groups in our society. The President, of course, has a unique, and uniquely important, leadership role, but beneath him fragmentation is the rule.

This idea of fragmentation is directly at odds with the notion that the society is run by a coherent power group—the Power Elite, as Columbia's late C. Wright Mills called it, or the Establishment, as later writers have named it. It is hard not to believe that such a group exists. Foreigners find it particularly difficult to believe in the reality of the fluid, scattered, shifting leadership in America that is visible to the naked eye. The real leadership, they imagine, must be behind the scenes. But at a national level this simply isn't so.

In many local communities and even in some states there is a coherent power group, sometimes behind the scenes, sometimes out in the open. In communities where such an "establishment" (a coherent ruling group) exists, the leading citizen can be thought of as having power in a generalized sense: he can bring about a change in zoning ordinances, influence the location of a new factory, and determine whether the local museum will buy contemporary paintings.

But in the dispersed and fragmented power system that prevails in the nation as a whole one cannot say, "So-and-so is powerful," without further elaboration. Those who know how the American system works always want to know, "Powerful in what way? Powerful to accomplish what?"

The United States has leaders in business and leaders in government, military leaders and educational leaders, leaders in labor and in agriculture, leaders in science, in the world of art, and in many other special fields. As a rule, leaders in any one of these fields do not recognize the authority of leaders from a neighboring field. Often they don't even know one another, nor do they particularly want to. Mutual suspicion is just about as common as mutual respect—and a lot more common than mutual cooperation in manipulating society's levers.

Most of the significant issues in our society are settled by a balancing of forces. A lot of people and groups are involved, and the most powerful do not always win. Sometimes a coalition of the less powerful wins. Sometimes an individual of very limited power gets

himself into the position of casting the deciding ballot.

Not only are there apt to be many groups involved in any critical issue, but their relative strength varies with each issue that comes up. A group that is powerful today may not be powerful next year. A group that can cast a decisive vote on question A may not even be listened to when question B comes up.

PEOPLE WHO have never exercised power have all kinds of curious ideas about it. The popular notion of top leadership is a fantasy of capricious power: the top man presses a button and something remarkable happens; he gives an order as the whim strikes him, and it is obeyed.

Actually, the capricious use of power is relatively rare except in some large dictatorships and some small family firms. Most leaders are hedged around by constraints—tradition, constitutional limitations, the realities of the external situation, rights and privileges of followers, and the requirements of teamwork. Most of all, they are contained by the inexorable demands of large-scale organization, which does not operate on capriciousness. In short, most power is wielded circumspectly.

There are many different ways of leading, many kinds of leaders. Consider, for example, the marked contrasts between the politician and the intellectual leader, the large-scale manager and the spiritual leader. One top often sees solemn descriptions of the qualities needed for leadership without any reference at all to the fact that the

necessary attributes depend on the kind of leadership under discussion.

Even in a single field there may be different kinds of leadership with different required attributes. Think of the difference between the military hero and the military manager.

If social action is to occur, certain functions must be performed. The problems facing the group or organization must be clarified, and ideas necessary to their solution formulated. Objectives must be defined. There must be widespread awareness of those objectives, and the will to achieve them. Often those on whom action depends must develop new attitudes and habits. Social machinery must be set in motion. The consequences of social effort must be evaluated and criticized and new goals set.

A particular leader may contribute at only one point to this process. He may be gifted in analysis of the problem but limited in his capacity to communicate. He may be superb in communicating, but incapable of managing. He may, in short, be an outstanding leader without being good at every aspect of leadership.

If anything significant is to be accomplished, leaders must understand the social institutions and processes through which action is carried out. And in a society as complex as ours, that is no mean achievement. A good leader, whether corporation president, university dean, or labor official, knows his organization, understands what makes it move, comprehends its limitations.

Every social system or institution has a logic and dynamic of its own that cannot be ignored.

We have all seen men with lots of bright ideas but no patience with the machinery by which ideas are translated into action. As a rule, the machinery defeats them. It is a pity, because the professional and academic man can play a useful role in practical affairs. But too often he is a dilettante. He dips in here or there; he gives bits of advice on a dozen fronts; he never gets his hands dirty working with one piece of the social machinery until he knows it well. He will not take the time to understand the social institutions and processes by which change is accomplished. . . .

NOTHING SHOULD be allowed to impair the effectiveness and independence of our specialized leadership groups. But such fragmented leadership does create certain problems.

One of them is that *it isn't anybody's business to think about the big questions that cut across specialties*—the largest questions facing our society. Where are we headed? Where do we want to head? What are the major trends determining our future? Should we do anything about them? Our fragmented leadership fails to deal effectively with these big questions.

Very few of our most prominent people take a really large view of the leadership assignment. Most of them are simply tending the machinery of that part of society to which they belong. The machinery may be a great corporation or a great government agency or a great law practice or a great university. These people may tend it very well indeed, but they are not pursuing a vision of what the total society needs. They have not developed a strategy as to how it can be achieved, and they are not moving to accomplish it.

One does not blame them, of course. They do not see themselves as leaders of the society at large, and they have plenty to do handling their own specialized role.

Yet it is doubtful that we can any longer afford such widespread inattention to the largest questions facing us. The United States achieved greatness in an era when changes came more slowly than now. The problems facing the society took shape at a stately pace. We could afford to be slow in recognizing them, slow in coping with them.

Today, problems of enormous import hit us swiftly. Great social changes emerge with frightening speed. We can no longer afford to respond in a leisurely fashion.

Also our inability to cope with the largest questions tends to weaken the private sector.

Any question that cannot be dealt with by one of the special leadership groups—that is, any question that cuts across special fields—tends to end up being dealt with by *government*. Most Americans value the role played by nongovernmental leadership in this country and wish it to continue. In my



Steve Ditto

judgment it will not continue under the present conditions.

The cure is not to work against the fragmentation of leadership, which is a vital element in our pluralism, but to create better channels of communication among significant leadership groups, especially in connection with the crucial issues that transcend any particular group.

ANOTHER OF THE MALADIES of leadership today is a failure of confidence.





Columbia and Barnard students at a political rally on Low Plaza

*Are we immunizing them with an anti-leadership vaccine?*

Anyone who accomplishes anything of significance has more confidence than the facts would justify. It is something that outstanding executives have in common with gifted military commanders, brilliant political leaders, and great artists. It is true of societies as well as of individuals. Every great civilization has been characterized by confidence in itself.

Lacking such confidence, too many leaders add ingenious new twists to the modern art which I call "How to reach

a decision without really deciding."

Such new-style leaders require that the question be put through a series of clearances within the organization and let the clearance process settle it. Or take a public opinion poll and let the poll settle it. Or devise elaborate statistical systems, cost-accounting systems, information-processing systems, hoping that out of them will come unassailable support for one course of action rather than another. . . .

The confidence required of leaders

poses a delicate problem for a free society. We don't want to be led by Men of Destiny who think they know all the answers. Neither do we wish to be led by Nervous Nellies. It is a matter of balance.

We are no longer in much danger, in this society, from Men of Destiny. But we *are* in danger of falling under the leadership of men who lack the confidence to lead. And, I believe, we are in danger of destroying the effectiveness of those who have a natural



*The Dean's Advisory Committee, composed of 17 College students in leading positions, meets monthly to transmit undergraduate ideas, gripes and suggestions for change to members of the Dean's Office. Frequently, the suggestions result in new actions.*

gifted for leadership.

Of all our deficiencies with respect to leadership, one of the greatest is that we are not doing what we should to encourage potential leaders. In the late 18th century we produced out of a small population a truly extraordinary group of leaders—Washington, Adams, Jefferson, Franklin, Madison, Monroe, and others. Why is it so difficult today, out of a vastly greater population, to produce men of that caliber? It is a question that most reflective people ask themselves sooner or later. There is no reason to doubt that the human material is still there, but there is excellent reason to believe that we are failing to develop it—or that we are diverting it into nonleadership activities.

**I**T IS MY BELIEF that we are immunizing a high proportion of our most

gifted young people against any tendencies to leadership. Let's examine how the antileadership vaccine is administered.

The process is initiated by the society itself. The conditions of life in a modern, complex society are not conducive to the emergence of leaders.

The young person today is acutely aware of the fact that he is an anonymous member of a mass society, an individual lost among millions of others. The processes by which leadership is exercised are not visible to him, and he is bound to believe that they are exceedingly intricate. Very little in his experience encourages him to think that he might some day exercise a role of leadership.

But this unfocused discouragement is of little consequence compared with the expert dissuasion the young person will encounter if he is sufficiently bright to attend a college or university. In

these institutions today, the best students are carefully schooled to avoid leadership responsibilities.

Most of our intellectually gifted young people go from college directly into graduate school or into one of the older and more prestigious professional schools. There they are introduced to—or, more correctly, powerfully indoctrinated in—a set of attitudes appropriate to scholars, scientists, and professional men. This is all to the good. The students learn to identify themselves strongly with their calling and its ideals. They acquire a conception of what a good scholar, scientist, or professional man is like.

As things stand now, however, that conception leaves little room for leadership in the normal sense. Almost the only kind of leadership encouraged by our better colleges is that which follows from the performing of purely professional tasks in a superior manner. En-

try into what many of us would regard as the leadership roles in the society at large is discouraged.

In the early stages of a career, there is a good reason for this: becoming a first-class scholar, scientist, or professional requires single-minded dedication. Unfortunately, by the time the individual is sufficiently far along in his career to afford a broadening of interests, he often finds himself irrevocably set in a narrow mold.

The antileadership vaccine also has other more subtle and powerful ingredients.

The image of the corporation president, politician, or college president that is current among most intellectuals and professionals today has some decidedly unattractive features. It is said that such men compromise their convictions almost daily, if not hourly. It is said that they have tasted the corrupting experience of power. They must be status seekers, the argument goes, or they would not be where they are.

Needless to say, the student picks up such attitudes. It is not that professors propound these views and students learn them. Rather, they are in the air and students absorb them. The resulting unfavorable image contrasts dramatically with the image these young people are given of the professional who is almost by definition dedicated to his field, pure in his motives, and unencumbered by worldly ambition. . . .

As a result the academic world appears to be approaching a point at which everyone will want to educate the technical expert who advises the leader, or the intellectual who stands off and criticizes the leader; but no one will want to educate the leader himself.

For a good many academic and other professional people, negative attitudes toward leadership go deeper than skepticism concerning the leader's integrity. Many have real doubts, not always explicitly formulated, about the necessity for leadership at all.

The doubts are of two kinds. First, many scientific and professional people are accustomed to the kinds of problems that can be solved by expert technical advice or action. It is easy for them to imagine that any social enterprise could be managed in the same way. They envisage a world that does not need leaders, only experts.

The notion is based, of course, upon a false conception of the leader's function. The supplying of technically correct solutions is often the *least* of his responsibilities.

There is another kind of question that some academic or professional people raise concerning leadership: Is the very notion of leadership somehow at odds with the ideals of a free society? Is it a throwback to earlier notions of social organization?

These are not foolish questions. Modern Americans have in fact outgrown or rejected several varieties of leadership that have loomed large in the history of mankind. We do not want autocratic leaders who treat us like inferior beings. We do not want leaders, no matter how wise or kind, who treat us like children.

But at the same time that we were rejecting those forms of leadership, we were evolving forms more suitable to

our values. As a result our best leaders today are *not* out of place in a free society—on the contrary, they *strengthen* our free society.

It is in the nature of social organization that we must have leaders at all levels of our national life, in and out of government—in business, labor, politics, education, science, the arts, and every other field. Since we must have them, it helps considerably if they are gifted in the performance of their appointed task. The sad truth is that a great many of our organizations are badly managed or badly led. And because of that, people within those organizations are frustrated when they need not be frustrated. They are not helped when they could be helped.

In the minds of some, leadership is associated with goals that are distasteful—power, profit, efficiency, and the like. But leadership, properly conceived, also serves the individual human goals that our society values so highly, and we shall not achieve those goals without it.



JOHN WILLIAM GARDNER was U.S. Secretary for Health, Education, and Welfare. Formerly, he was a Trustee of Columbia's Graduate School of Social Work; and he received an honorary doctorate from the University in 1963. A native of Los Angeles, he received his A.B. from Stanford in 1935 and his doctorate in psychology from Berkeley in 1938. He taught at Connecticut College and Mount Holyoke before service as a Marine officer during World War II. In 1946 he joined the Carnegie Corporation, rising to its presidency in 1955. In 1965 he left for Washington. This article is taken from his last annual report to the Carnegie Corporation in that year, with his kind permission.

LEADERS worthy of the name, whether they are university presidents or senators, corporation executives or newspaper editors, school superintendents or governors, contribute to the continuing definition and articulation of the most cherished values of our society. They offer, in short, *moral* leadership.

The thing that makes a number of individuals a *society* rather than just a population or a crowd is the presence of shared attitudes, habits and values, a shared conception of the enterprise of which they are all a part—shared views of why it is worth while for the enterprise to continue and to flourish. Leaders can help in bringing that about. In fact, it is required that they do so. When leaders lose their credibility or their moral authority, then the society begins to disintegrate.

Leaders thus have a significant role in creating the state of mind that is the society. They can express the values that hold the society together.

Most important, they can conceive and articulate goals that lift people out of their petty preoccupations, carry them above the conflicts that tear a society apart, and unite them in the pursuit of objectives worthy of their best efforts.



# PROFESSORS, AUTHORITY, AND CHANGE

by BERNARD BARBER

*A leading sociologist explains the sudden growth of bureaucracy on the campus, and faculty and student hostility toward it. Without a more up-to-date and rational understanding of the new situation, he says, there could be chaos in America's colleges.*

ONE OF THE MOST visible changes in American university life since World War II has been the growth in the number of administrative officers and bureaucratic personnel at every major institution of learning. This change has been much lamented. In fact, it is said by some to be the chief cause of many of the current problems of higher education.

One would expect that professors, being right on the scene and being objective observers of conditions, would have examined this growth in detail, analyzed its determinants, and devel-

oped rational attitudes and an acute understanding of the contemporary development. Sadly, they have not.

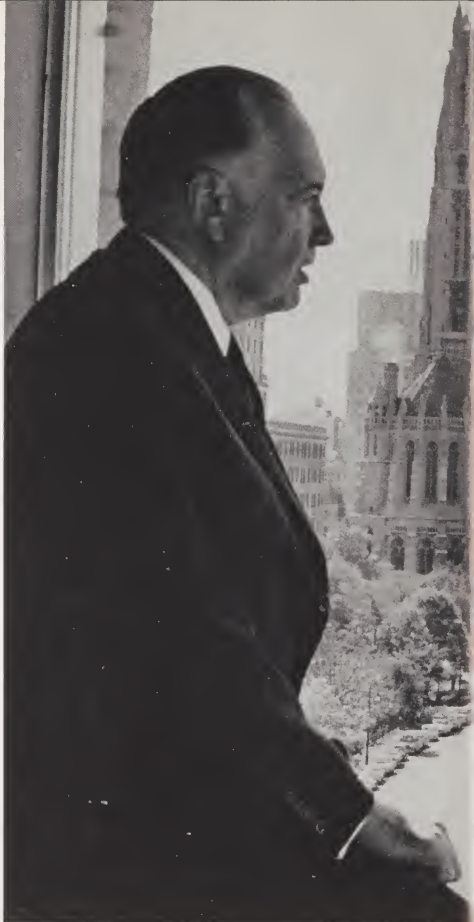
Rather, American college and university professors have clung to an unrealistic attitude toward authority in general and toward its use by university administrations in particular. They have frequently been in the forefront of the legion of hostile critics of academic administration.

This attitude, I would suggest, has had some serious dysfunctional consequences for American colleges and universities, especially in the recent period

of rapid change in higher education, and has been damaging in several ways to the work of professors themselves.

One of the commonest ways of talking about educational change is in *quantitative* terms. Thus we hear it said that the number of students has increased two-fold, tuition three-fold, the budget five-fold, and so on. Quantitative changes are often excellent indicators of important developments but only when they are construed deliberately as indicators of structural change and not taken as meaningful changes in themselves.

Manny Warman





*President Kirk looking out over Morningside Heights from a faculty apartment house*

It is *structural* change that is crucial.

Some changes of quantity in recent university history are in fact the causes of important structural changes; others may not be. For example, to increase the enrollment of a university from 7,000 to 10,000 may not be a source of structural change. But to increase the amount of government support for research from \$2 million to \$20 million may be a cause of dramatic structural change in a university's research, teaching, and administrative structures, with significant effects upon the structure of student life and study.

We should focus our attention, then, upon *structural* changes — changes in the degree of specialization of roles, change in the sources of authority and power, changes in the degree of consensus and cohesion.

I WOULD LIKE to describe some of the structural changes that have occurred in the contemporary university. But first, it may be helpful to introduce a concept from social science: *the process of differentiation*.

It's not a new concept; it goes back at least to Darwinian ideas. But re-

cently, in social science it has been restated in more precise and systematic terms, and it has been applied fruitfully to a number of social institutions: the family, empires, bureaucracies, and business and political organizations, to name a few.

The concept of differentiation points to the process whereby a certain structure in a social system, performing two or more different functions, sub-divides into two or more new structures, each performing only one of the different functions formerly carried on by the single structure.

Thus, a college dean who used to be responsible for the academic program, student life, fund-raising, and overall supervision of his college might now have separate associate deans for academic affairs, student life, and planning and development, retaining only the job of overall supervision. Or, a history faculty which used to have two professors, each of whom lectured on the entire history of American life, might now have five professors: in Colonial history, 1789 to the Civil War, Civil War to the New Deal, New Deal to the present, and an expert in the methodology of historical research. Likewise, professors who used to be all-around counselors and friends to the students now have relinquished some of their former functions to new structures such as the offices of psychological counseling, career guidance and placement, financial aid, and residence hall counselors.

Presumably, each of the new structures carries on its function with greater effectiveness for the purpose of the institution.

When differentiation occurs, a new problem emerges: that of coordinating and integrating the newly specialized structures. If the newly specialized structures stay within a relatively compact system, then that system itself may be responsible for constructing a new mechanism to coordinate the new structures. If the new structures separate and either join or set up new social systems, then it is usually these new social systems—or the larger society—which has the task of coordination and integration.

One last point in this highly condensed and rather abstract statement of the process of differentiation. There is often considerable resistance, hostility, even panic in the face of such change. Many see it as a decline from the good old days, a break-up of a happy social order, a seizure by power-hungry experts, a vast growth of impersonal, bureaucratic compartmentalization, a new laziness by old authorities to carry on doing what they have always done, a terrible fall from broad interests and curiosities into narrow concerns and petty questions.

Even many of those who most forcefully insist on the new differentiated services are often miserably when they receive them. For example, college

students who want psychiatrists and other specialists to handle their various needs may decry what they regard as the behavior of teachers who no longer care about the "total person" and denounce the proliferation of bureaucratic offices on campus. Most deplored of all are the new coordinating mechanisms.

In other words, as the pace of change and the amount of scientific knowledge increase, the pressure for ever-faster adaptation to new conditions and information mounts. To adapt, new and more efficient structures are required. However, most persons are not prepared for the necessity of structural changes to make the adaptations. New authority seems like arrogant power. New forms seem like bureaucratic featherbedding.

**D**URING THE PAST 20 years the American colleges and universities have been going through a number of processes of differentiation. Actually, these processes have been going on since the 1870s and 1880s, when the modern high-powered universities began to emerge. In 1910, the knowledgeable educational journalist, E. E. Slosson, wrote, borrowing from Herbert Spencer's famous categories, that the American university was "passing from a state of indefinite, incoherent homogeneity to a state of definite, coherent heterogeneity." (Quoted from page 311 of Laurence Veysey's recent *The Emergence of the American University*, an excellent description of early processes of differentiation and the battles caused by them.)

Today the American universities are very rapidly passing from a state of lesser to greater differentiation. It is this rapid change and its consequences that need to be more clearly understood. What are some of the specifics of the present-day processes of increasing specialization and differentiation of structure?

Though they are occurring in every part of the university structure, I shall group the few changes I describe into those affecting the faculty, those affecting the students, and those affecting persons and structures outside the university. Then we can perhaps understand the curious response of the professors to these changes slightly better.

First, the faculty. In one of his annual reports, President Conant of Har-

vard wrote, "The first charge on the time of a president of a major university is the selection and appointment of its permanent professorial personnel." In the past good presidents could take this charge seriously—and carry out this function along with many others.

Now, with the increased size of the faculties, the huge expansion of knowledge, and the increased rate of turnover of instructors at all ranks, it is a foolish president who does not have an academic vice president or provost, strong deans, and alert department heads all devoting themselves almost full-time to the recruitment and maintaining of the faculty. With the new sellers' market for professors, the growing demand outside the universities for intellectuals and researchers, and the intensifying competition from newly-aspiring colleges and universities, the university that does not create more specialized and effective offices for keeping its best professors happy and for recruiting new men will lose its academic position fast.

One of the chief ways to keep professors happy and to win outstanding recruits these days is to provide funds, facilities, and time for research. The university professor now sees research as a higher-order function than teaching. In a world where research—new ideas, new things, new ways—is increasingly in high demand, research is the way that professors have managed to upgrade their salaries and prestige.

The university leadership, therefore, has had to set up all sorts of specialized offices for the procurement and management of faculty research funds and equipment. The largest amount of money comes from the federal and state governments, so that there is frequently a vice president for government relations. There may also be associates who specialize in foundation grants or industrial research opportunities. Extra secretaries are needed to help with the soliciting and processing of grants; extra bookkeepers, staff associates, and research assistants are required to account for, carry out, and report on the research.

Research facilities also demand specialized administration offices to construct and run them. Practically all first-rate medical schools, for example, with their large research activities, are



run by a vice president for medical affairs, alleged to be the most powerful "feudal duke" in the university world. Cyclotrons and nuclear reactors also require specialized and tender care. Computer centers have sprung up at virtually every good university. Computer facilities are very expensive to run, complicated to program, and demanding of all sorts of new coordination among everyone from the campus sociologists and mathematicians to the registrar and various deans' offices. Here is another realm for top-notch vice presidential administrators. (Columbia has just named an assistant to the president for computer affairs.)

Finally, university administrators have to spend more specialized time and resources on what professors now regard as required services and benefits: parking space, retirement plans, faculty housing, mortgage loans, medical and insurance services, nursery schools, secretarial assistance. The competition for good professors being what it is, marginal differences in offers from universities can make all the difference. A wise university administration will have specialized and thorough officials to handle each of these important matters — and probably a vice president to coordinate and supervise these officials.

**N**EXT, the students. The recent increases in specialized services for college and university students obviously have not been large or effective

enough to keep all of them happy. Nonetheless, the changes have occurred, and promise to go on.

From their first contacts with any college or university, the better American students now meet with campus personnel who are much more specialized and expert than they used to be. As professors have demanded higher-quality students, as outside pressures for elevating the poor, the Negroes, and rural youngsters have increased, and as youths more and more feel they must teach themselves and be wary of adults, the admissions offices on most campuses have changed radically.

Students no longer so much *select colleges themselves* on the basis of parental income and affiliations or personal interests or aspirations; increasingly, *colleges seek and select students* — on the basis of intellect, balance of class backgrounds and career interests, athletic, musical, political and other talents, regional diversity, and such things as "fire," maturity, originality, and strength of character. This change means that admissions offices are larger, more capable, more specialized. They may have a full-time statistician or psychological researcher studying such matters as potential recruits, the national brainpower situation, changes in the secondary schools, and the performance of those admitted.

Also before admission, but continuing throughout each student's stay on the campus, students are more than ever assisted by scholarships, loans,

and temporary employment specialists.

The amount of scholarship money at most colleges has tripled or quadrupled in the past 20 years, and fewer students nowadays have to find jobs for themselves. Since financial resources are an important means of competing for top students, the wise university provides well for the personnel and facilities in this area. Some provide well indeed. It is no accident that the new dean of Harvard College, Fred Glimp, and his predecessor, John Munro, were promoted from the offices of admissions and financial aid, respectively. The acting dean of Columbia College, Henry Coleman, is the former director of College admissions.

Once they are on the university campuses, the students are now provided with an expensive array of specialized personnel. Much longer chats than many students ever received from professors of old are available from a whole new battery of deans of students, many of whom are former academics. There are also more tutors, religious counselors, dormitory counselors, departmental advisers, even athletic coaches. Medical services are better, and expert psychological and psychiatric men have been installed on campus for the students' use. It is now practically a student's right to have some kind of psychotherapy while he is at the university, and an increasing number of students take advantage of this valuable right.

Finally, the students have demanded, and the university has created, new specialized facilities to send students forth into the world. New pre-professional advisers not only provide guidance but even lobby at leading medical and law schools for their undergraduate charges. There is often an office for graduate fellowship information and assistance and an office to dispense advice about the military. The older job placement offices have been enlarged and are now available to graduates during their entire lives. Some institutions have even set up travel bureaus to aid students move around the globe, as they increasingly want to do.

**L**AST, the changes *vis-à-vis* outside constituencies.

In a time of swelling budgets, because of rising aspirations and rising

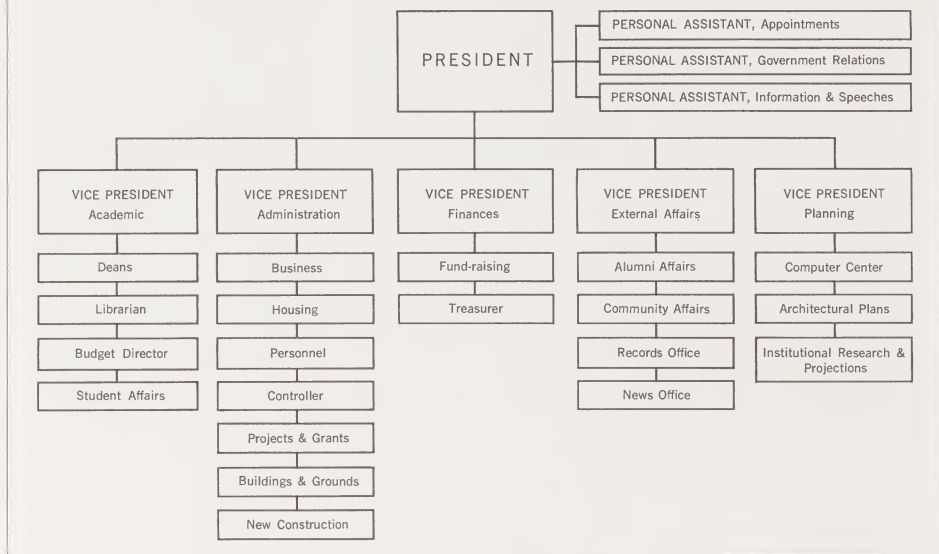
#### SDS leader on Hartley steps

*The demand is for more services, but fewer bureaucrats*



Frank Pokorny

## Should Columbia be reorganized like this?



costs, all colleges and universities have had to develop more specialized facilities to solicit funds from alumni, industry, individuals, foundations, and government donors. To stave off bankruptcy, which has overtaken a half dozen major universities recently, the "development" officers, as they are usually called, have multiplied, as have their staffs. Cultivation of donors is a meticulous business and cannot be done crudely.

In a time of rapid change within the college and universities, the institutions have also had to improve their means of communicating with their alumni, the outside world, and their supporters. They have had to dispense more information, more quickly and more graphically, than ever before, so that others can stay abreast of campus developments.

Take the alumni magazine. It used to be an amateurish, personal, newsy, family-style publication. Now highly competent editors—former history or English instructors, crack journalists, or science writers—run such magazines in a near-professional way. Local ex-

amples such as *Columbia College Today*, which dispenses news about changes at Columbia and in higher education, and *Columbia University Forum*, which presents new facts, opinions, and approaches in the world of scholarship, today have an appeal to a broad intellectual public and are widely distributed among schools, government offices, foundations, educational agencies, even U.S. foreign embassies.

In a time of almost instant communications and the ubiquitousness of news-mongers, the university has had to develop or hire specialized experts in public relations. The offices of these men are no longer places where the local journalist can pick up news handouts; they actively seek to broadcast university news—from a breakthrough in archaeology to a maintenance workers' strike. There is more and more a television authority on the university staff, and at some universities, public relations men develop and package whole television shows, educational TV lectures, and radio programs of educational interest.

Since many of the best universities are located in cities, in the midst of desperate urban problems, numerous institutions have had to set up offices of "community relations," sometimes closely tied in with newly-established university centers for research on urban or minority affairs. But local, state, and national agencies have almost overwhelmed the universities with demands for *action now*, not research, so that the wise universities have moved swiftly to entrust these newly-important and newly-differentiated problems to highly qualified administrative talent with field experience.

Be it noted that I have barely sketched the processes of differentiation; my list is far from exhaustive. Also, I have not mentioned the equally burning need for a whole new set of coordinating mechanisms, which many universities have instituted: coordinators of planning, academic vice presidents in charge of deans, fund-raising vice presidents, vice presidents of students affairs or of legislative relations with local, state, and national agencies. These too have been necessary, for

without them there would be a noisy disharmony and declining effectiveness among the newly-differentiated administrative and faculty officers.

**H**OW HAVE the college and university professors understood and responded to these important structural changes in the post-war American university?

It is my impression that they have not understood them very well at all, and have responded chiefly with a mounting dislike for the new administrative officials.

Let us look first at the matter of understanding. To understand the new situation at American universities it is necessary to analyze it carefully and accurately. But the processes of differentiation I have sketched have not even been precisely described, let alone analyzed. This is principally because university leaders and, even more, professors, are unwilling to submit to methodical scrutiny.

Professional behavior conforms to a sociological law: all groups show considerable resistance to being studied objectively. Weaker groups, which have less power to resist—the poor, women, criminals, the sick, and similar others—get studied by scholars often and in great depth. The more powerful groups—Congressmen, businessmen, and professors—who can resist more effectively, get studied much less and seldom in depth. If you read sociology books, you will discover a lot more about the former than the latter.

Therefore, the sociology of education tends to be a very underdeveloped, or more accurately, a very lopsided field of knowledge. During the past 20 years, under pressures of social need and available funds, numerous professors have devoted themselves to the sociology of education, frequently to good purpose. But these researchers have tended to study the weak and accessible, that is, the students, and not the powerful and inaccessible—professors and top university administrators. There are a few notable exceptions: Lazarsfeld and Thielens' *The Academic Mind* and Caplow and McGee's *The Academic Marketplace*. (Three of these four authors are Columbia faculty members). But on the whole the top or elite echelons of the

university structure have escaped sustained, systematic, and objective study.

As a result, since the changing social topography of the university is only dimly seen, there is all too much room for moral prejudice, ideological distortion, economic interest, and emotional outbursts in the statements about what is seen. All of these factors must always have their part to play, but the point is that they are much less controlled by validated knowledge than they could be because the professors have not sufficiently studied themselves and the structures of their university environment.

Now let us look at how the professors have responded to what they have seen so dimly. Although they have welcomed the more specialized services, benefits, and assistance that they themselves have received, they have curiously scorned as unnecessary—even despised as somewhat evil—the newly differentiated mechanisms and the new officers and staff that produce these services for them, for the students, and for the university's outside constituencies.

This scorn and contempt have been present in the academic mind for a long time. A *locus classicus* of its expression is the brilliant essay by Jacques Barzun, "Deans Within Deans," published in 1945 as a chapter in his

book *Teacher in America*. It must have struck a responsive note; it was reprinted a dozen times in its first year-and-a-half of life and remains a hardy perennial.

The academic scorn for their administrator colleagues comes out of deep and noble values: out of individualism and a love of liberty, out of an abiding anti-authoritarianism. Unfortunately, there can be an excess even of noble values. Let them become utopian notions, these commendable values need to be tempered by other important values and by structural requisites. There are also, after all, the values of rationality and efficiency in the pursuit of desirable goals, and there are the necessary structures which organizations that wish to be both specialized and coordinated have to take into account. Compromises among somewhat conflicting values and structural needs are inevitable—an essential for professors in the university as well as leaders in other social realms.

Ironically, in national affairs liberal professors have frequently been among those most willing to make compromises. They have been quick to suppress the negative side of their ambivalence toward authority and to favor strong, centralized government authority. In national politics most professors

*Every Wednesday afternoon during the academic year the College's Committee on Instruction, composed of six professors and the three top deans, meets to determine academic policy for the College. An undergraduate is invited to sit in on matters closely affecting student life. It is an unusually smooth example of shared authority in academe.*







An undergraduate confers with his English instructor  
*A strong commitment to individualism and independence*

soff at the conservative contention that vigorous, bold leadership, powerful agencies, and strong administration constitute an imminent danger to individualism, liberty, and creativity. Usually, they view these national political structures and personnel as necessary to the protection and advance of central values.

The noble values which the professors have overstressed in their response to the universities' processes of differentiation are not peculiar to them, of course. They are general American values. But the evidence seems to show that these values are stronger in America's elites than elsewhere.

In the late Professor Samuel Stouffer's study *Communism, Conformity, and Civil Liberties*, it was found that the community leaders loved liberty more than their community constituents did. And in the Lazarsfeld and Thielens study, *The Academic Mind*, one of the major findings was the very strong commitment of professors to individualism and anti-authoritarianism. Indeed, this commitment was especially strong among the social scientists and those professors who taught at the better universities. Thus, the very people who are most attentive to

the processes of university change and who are most skilled in carrying out the studies that need to be done, are those whose values are the source of the greatest resistance to university change and of contempt for some of its consequences. No wonder the studies have not been done and the scorn persists.

**T**HIS SCORN has had unfortunate consequences. Colleges and universities, now more important than ever to society, are, for the most part, without first-rate leadership. The president and other top officers are frequently not of the highest caliber, the organization of authority on many campuses is ragged, out-of-date, or inept. And the ranks of the administration are often woefully thin, considering the rapidly expanding work load that universities are being asked to undertake. Indeed, there are over 300 colleges and universities in America without presidents at the moment for lack of suitable and willing talents. There are estimated to be more than one thousand deanships going begging.

This serious weakness in the university world must be blamed in part on the professors. Many of them feel that an administrative position is something

no self-respecting professor should assume. Professors who become deans or vice presidents are denigrated as people who can't teach or do research any more, and who probably never could. They are accused of having succumbed to the lust for power, the lure of money, or the love of notoriety. In such a moral atmosphere, only the strong-minded or thick-skinned professor will dare to "desert" his high calling to become an administrator.

In a still-unpublished study of the attitudes of some 4,000 American professors, Harvard sociologist Talcott Parsons and his associates have turned up data that show how professors feel about administration. When asked to say whether they would like to have "more" or "less" of their time for research, teaching, or administration, the great majority said they would like less administration. Moreover, the better the university, the greater the dislike for administration as a task.

There is a certain masochism—in a few instances an almost suicidal tendency—in these professors' views about university leadership. For one thing, the growth of administration has been largely to help *them*. It is the professors who request—and need—

*"There is a certain masochism—in a few instances an almost suicidal tendency—in these professors' views about university leadership."*

higher salaries, better laboratories, modern computers, better students, good schools for their children, more secretarial help, bigger libraries, research project assistance, and the like. It seems foolish to then denounce the offices and people that are set up to provide these better academic working conditions.

For another thing, evidence is mounting that presidential leadership may be the single most important factor in determining the quality, or lack of quality, in a college or university. In a just-completed, Carnegie Corporation-supported study of quality at Catholic colleges and universities by Father Andrew Greeley and two colleagues in sociology, for instance, it was found that neither size of endowment nor degree of participation of faculty was crucially important in growth toward quality. *More important by far was the ability of the president of the institution.* Anyone interested in raising the quality of intellectuality at an institution, therefore, should fight for brilliant leaders, not advocate men whom they regard as the least harmful.

Also, professors feel strongly that only experienced scholar-teachers—that is, professors like themselves—can make good college presidents, vice presidents, and deans. Therefore, to choke off the movement of able professors into the top ranks of university administration by derision is to block up what most professors contend is the only acceptable source of academic leadership.

Also, professors who so forthrightly—and usually quite properly—criticize the ineffectiveness of campus administrators should, if they are to be responsible, suggest some remedies, and be prepared to back the attempts at improvement.

I don't want to suggest that virtually all professors are hostile to authority. Actually, I suspect that most are extraordinarily ambivalent, as many citizens

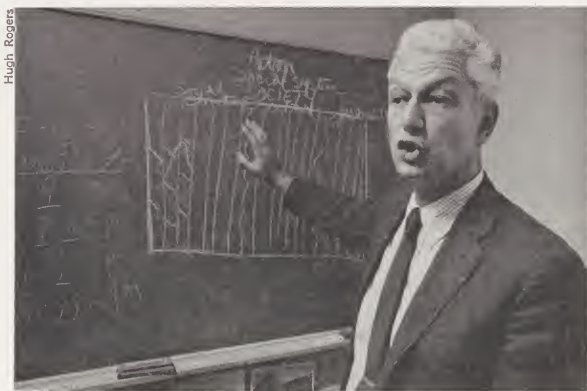
are, toward bigness, efficiency, and rapid change. However, in public statements and in many outward actions numerous professors feel it necessary to rise to noble values and neglect the tough, practical necessities of running the increasingly busy, large-scale, societally crucial, and complex mechanism that the modern university has become.

We all know that colleges and universities have become key institutions in American society, supplying the nation with Presidential advisers, slum fighters, and new music and art. These institutions need superior, imaginative leaders and dozens of first-rate administrators, who must be vigorously sought after, paid adequately, supported and serviced, and criticized intelligently, if they—and their scholars and students—are to perform their new role well. Few professors would hold that the town meeting is still the proper political form in an urban, industrial, internationally-involved polity; few should cling to an equally outmoded form of university authority and decision-making.

Professors, who have long been the victims of uninformed critics who did not understand the key function of trained intellect in the modern world, have a special obligation to analyze, appreciate, and criticize *knowledgeably* the changing nature of authority in society generally and in the universities particularly.

We need not, of course, glorify authority or its uses. Indeed, we must be more vigilant than ever against its use for mere power or merely trivial purposes. But we do need to recognize the necessity and legitimate functions of authority. And we need to distinguish in our wholesome criticism between leadership and organization and *bad* leadership and *poor* organization.

The alternative is not a pleasant one: increasing ineffectiveness in helping to improve life in the United States and the world; more senseless, internal "confrontations;" and growing public disdain for the increasingly chaotic, petty, and naive behavior on the campuses, which are supposed to be oases of rational, mature, imaginative inquiry and action.



BERNARD BARBER is professor of sociology at Barnard College. A frequent contributor to learned journals, he is the author of three books, *Science and the Social Order* (1952), *Social Stratification* (1957), and *Drugs and Society* (1967), and the co-editor of two others. A native of Boston, he graduated from Harvard in 1939. After four years as a naval officer, he returned to Harvard to earn his Ph.D., and taught

there and at Smith College before coming to Barnard in 1952. Some of his other present posts: advisory editor of *Technology and Culture*, associate editor of *Social Problems*, and consultant to the National Science Foundation. He is married and has four children, and resides in Dobbs Ferry, N. Y., where he is president of the board of trustees of the village library. He spends his summers in a house in Vermont.



## How Well Do You Know Columbia?

*Here's an unusual quiz for every alumnus, compiled from the latest figures about the College and the University. Be prepared for some surprises. Fifteen right answers are average; 20 make you a savant; 25 qualify you for a vice presidency on Morningside.*



- 1) How many acres comprise Columbia's Morningside campus (excluding Barnard and Teachers College)?  
a) 16.5      b) 29.5      c) 42.5
- 2) How many buildings does the University have, not counting faculty residence houses?  
a) 21      b) 33      c) 40
- 3) What is Columbia's monthly phone bill?  
a) \$9,000      b) \$24,000      c) \$47,000
- 4) How many full-time students are there at the University?  
a) 11,000      b) 20,400      c) 32,300
- 5) How large a faculty and staff does Columbia have?  
a) 2,876      b) 4,110      c) 5,948
- 6) What is the monthly payroll of the professors and staff?  
a) \$2.7 million      b) \$4.2 million      c) \$6.1 million
- 7) What percentage of the College's 2,700 men are commuters?  
a) 8%      b) 16%      c) 25%
- 8) What percentage of the College undergraduates belong to the 17 fraternities?  
a) 22%      b) 31%      c) 45%
- 9) How many students in the College come from private schools?  
a) 26%      b) 33%      c) 42%
- 10) How many Columbia alumni and faculty have won Nobel Prizes?  
a) 12      b) 22      c) 38
- 11) Columbia's annual budget is roughly as large as the higher education expenditures of what state?  
a) Colorado (\$61.9 million)  
b) New Jersey (\$83.8 million)  
c) Florida (\$128.1 million)
- 12) Columbia dining halls serve how many meals a day?  
a) 4,800      b) 8,100      c) 11,200
- 13) How large is Columbia's endowment?  
a) \$210 million      b) \$390 million      c) \$525 million
- 14) What percentage of the University's annual income comes from endowment?  
a) 12%      b) 32%      c) 51%
- 15) How many volumes are there in the Columbia libraries?  
a) 1.8 million      b) 4 million      c) 10.1 million
- 16) What is the starting salary of a College instructor?  
a) \$5,750      b) \$6,500      c) \$7,500
- 17) What is the average Columbia professor's salary, including benefits?  
a) \$14,800      b) \$19,900      c) \$24,100
- 18) How many intercollegiate sports do the College men play?  
a) 13      b) 19      c) 26
- 19) What percentage of College students participate in intercollegiate athletics?  
a) 16%      b) 22%      c) 33%
- 20) What percentage of the College's undergraduates work part-time?  
a) 48%      b) 61%      c) 74%
- 21) How many trees are there on the Columbia campus?  
a) 95      b) 214      c) 327
- 22) How large is the University's annual electricity bill?  
a) \$295,000      b) \$520,000      c) \$806,000
- 23) How many living alumni of Columbia College are there?  
a) 16,900      b) 24,700      c) 45,400
- 24) Half of the College's alumni graduated after what class?  
a) 1932      b) 1939      c) 1945
- 25) What percentage of annual gifts to the University comes from alumni?  
a) 12.3%      b) 23.5%      c) 41.2%
- 26) What percentage of the College's alumni contribute to Columbia's support annually?  
a) 38%      b) 46%      c) 60%
- 27) How many of the College's graduates go on to graduate and professional school?  
a) 67%      b) 82%      c) 90%
- 28) How many of the College's students hold scholarships from Columbia and elsewhere?  
a) 29%      b) 38%      c) 60%
- 29) How many of the College men take courses in both English composition and science?  
a) 55%      b) 82%      c) 100%
- 30) What is the oldest continuous extracurricular activity at Columbia?  
a) The Philolexian Society  
b) The Baseball Team  
c) The Mandolin Club

Answers on page 45





## Roar Lion Roar

### Light Blue Blues

HOW CAN ANYONE explain the 1967 football season? Here was a team that in some ways was a typical Columbia squad: small in number and size, full of sophomores (36 out of 65), and short on fierceness. But the 1967 team seemed to be a cut above some other recent groups. The tackling was crisper, the pursuit better, the defensive line stronger, the offensive backfield sharper, the attitude more positive.

Still, they failed to win a single Ivy League contest, although they surprisingly topped strong Colgate and Rutgers teams. The season's record: 2-7.

Only in the Harvard and Pennsylvania games, both away games, did the Lions have real lapses in performance. Otherwise, they played commendably throughout the season. They lost to a juggernaut Yale team 21-7, and almost beat both the Princeton and Dartmouth squads, as well as Brown. Inability to make short yardage lost each of those

games, although in the Princeton game some questionable refereeing helped too.

Ironically, the pre-season forecasters boasted of the Lions' offensive strength and worried about their defensive ability, particularly in the secondary. But the defense performed amazingly well on numerous occasions, while the offense bogged down at key points, especially in the last quarter of several games.

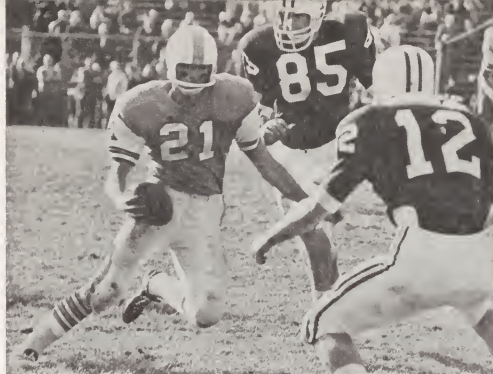
The Cornell game on November 4 was a costly one. Fullback Mike Busa, halfback Tim O'Connor, end Bill Wasevich, and second-string backs Don Hubert and Don Brophy were hurt. The loss of Wasevich was especially stinging since the sophomore sensation, who led the team in pass receiving and was second in the Ivies in that department despite having to miss two games, was the only offensive end who could be counted upon.

There were some particularly fine in-

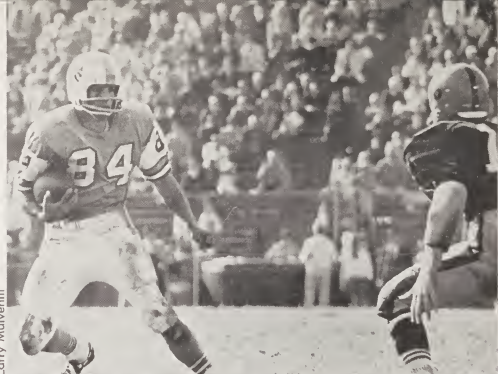
dividual efforts. Junior Marty Domres, the 6'4", 200-lb. quarterback led the Ivy League in total offense with 1,264 yards. Next year, Domres, a strong passer, smart signal-caller, and good rollout runner could have a truly great year, especially if he can overcome his flaw of being a bit slow in getting rid of the ball. Mike Busa was a strong, determined plunger at fullback. Two sophomore substitutes, Nat Jones at fullback and Paul Burlingame at halfback, looked like young men of enormous promise as runners, although both need to become better blockers.

On the offensive line, the standout was Bob Brookshire, the 6'3", 210-lb. tackle. Fast, strong, he was the squad's most consistently tough competitor.

The defensive unit, with five sophomores on it, did an efficient job overall. Bob Werner and Bob Sattel were almost unpassable flankers; tackle John Feddock was unrelentingly scrappy; line backers Ron Tarrington and Rich



**Junior Quarterback Domres**  
*Led the Ivy League in total offense*



**Sophomore End Wazevich**  
*The League's second best receiver*



**Football Coach Buff Donelli**  
*A scholar who lost his teaching touch*

Marsella were fast and smart; and pass defenders Bill Bender and Bill Carey (5'8", 170 lbs.) were zealous and fleet. Little Bill Carey, incidentally, turned into a punt returner of startling power and had several crowd-pleasing run-backs. Only Bender and Sattel are seniors. One can be cheerful about the future.

Altogether, the footballers lose only six senior starters next June, so with some top-notch replenishment (except possibly at offensive end) from a good frosh team, it could be a much better year. Certainly new co-captains Mike Busa and Ron Tarrington, and College fans, hope so.

### **A Real Loss**

ON DECEMBER 8, Aldo "Buff" Donelli announced his resignation as head football coach at Columbia. He had been coach for 11 seasons.

For three years now some alumni have been suggesting a change of coaches for Columbia's football enterprise. But other alumni and several campus figures have argued that the blame for Columbia's weak showings since 1961 should be placed elsewhere: with the credentials-oriented admissions office, the soft leadership of Columbia's athletics, the antiquated sports facilities, and the president and trustees, who have shown too little interest in a first-rate athletic program. But this year a swelling number of loyal Columbias have felt that *both* houses ought to be set in order, promptly.

Anyway, Buff is leaving. During his decade at Morningside, Coach Donelli has been hailed as a master strategist

in football and an "intellectual about athletics," as one of his regular handball partners put it. He can analyze athletics (and not only football) the way critic Lionel Trilling can a novel or sociologist Daniel Bell, a social situation.

But, in recent years, an increasing number of people, even his close admirers, have noticed changes. A man of great charm and anecdotal material, Donelli had become dour and slightly cranky. Long tales of woe had tended to replace better organization and constructive action. His recruiting zeal had slackened slightly, despite vigorous new alumni interest and help. He seemed to talk more and listen less. And, worst of all to many, he had become alarmingly distant and less persuasive with his undergraduate players.



**New Coach Frank Navarro**  
*A winning tradition*



"He's no longer a great teacher," complained one of his players, "and Columbia coaches must be respected, energizing teachers above all else."

There are many on campus and off campus who will miss the bespectacled grey-haired, 60-year-old coach. No one who knew him well had anything but favorable words for him as a person. His calm, sweet-and-sour wisdom about life was a tonic in a time of romantic zealots and unbending careerists. One sad-eyed sophomore said the morning that he heard of Donelli's resignation, "How many of the University's older teachers would still be here if the same rigorous standards of teaching excellence and clearly demonstrable results were applied to them?"

### A Coach in Residence

TO FIND a successor to Coach Donelli, Columbia promptly chose a seven-man committee that included four alumni, one faculty member, one University official, and one member of the College's dean's office. They screened over 100 candidates, interviewed six of them, and then chose Frank Frederick Navarro, head coach at Williams College, over Jay V. of Indiana.

The 37-year-old Navarro, an alumnus of the University of Maryland, was chosen New England Coach of the Year for his undefeated season at Williams last year. He has been at Williams since 1956 and been head coach since 1963. In 1955 he coached at Columbia for one year under Lou Little while taking his M.A. at Teachers College.

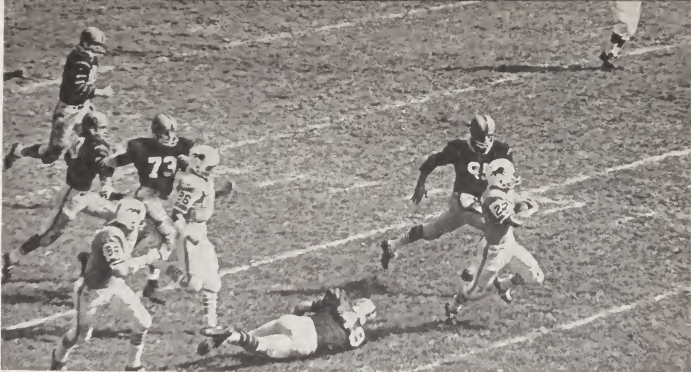
Said Navarro, a very determined but thoughtful and charming figure: "We are going to go after the finest bright athletes all over the nation. You have to in order to win in the tough Ivy League. And we'll try to be 'coaches in residence,' close to the boys and the faculty. I'm a bit of a perfectionist, so we'll drive hard to win."

As for next year, "We have some very good young men. If they play their best, we could have a surprising year."

Coach Navarro has eight children. He handles jokes about that very well.

### The Freshman Squad

WITH A LITTLE luck, the freshman football team could have had a 5-2 record for the season. They lost three last-quarter squeakers; to Harvard (3-7), Rutgers (12-14), and Penn



Junior Bill Carey returns a punt for a touchdown against Princeton  
*Small, fleet, and an ability to arouse the crowds.*

(21-28). As it was, they ended up with a 2-5 season, with Princeton edging them 28-21 and Yale beating them soundly 34-14. "We got beaten on mistakes," claims new Coach Bob Horan. "Only Brown was able to run the ball against us, and we beat them. We had a great defensive line."

In that defense were some real blocks of granite. Spencer Ray Ramsey, a 6'3", 210-lb. tackle from Anniston, Alabama, was exhilarating to observe. An All-New England Prep School selection at Mt. Hermon, he is tough, agile, and has a wonderful attitude. He was chosen honorary captain of the frosh squad by the team at the season's end.

Also, middle guard Bill Boczkowski (6'1", 200 lbs.) from Connecticut's Fairfield Prep, linebacker Ed Holland (6', 210 lbs.) from Boston Latin School, and tackle Bill Reed (6'3", 205 lbs.), brother of senior tackle and co-captain Tom Reed from Shaker Heights, Ohio, looked especially quick and properly hard-nosed. Reed, by the way, punted the ball almost like a pro for much of the season.

Offensively, there were several good quarterbacks, some promising linemen, and one possibly brilliant halfback, James Hall. A former All-City player from New York's DeWitt Clinton H.S., Hall broke loose for eight touchdowns in the Lion Cubs' last four games.

Especially if frosh ends Joe DeBosis (6', 200 lbs.) and Dave Ryan (6'2", 180 lbs.) come along, the freshman squad of 45 players could lend the support to the varsity to smash out of the depths.

### The D. A. Departs

SOON AFTER Donelli's resignation, Ralph Furey '28, Columbia's Director of Athletics since 1943, announced his retirement. He will leave his post in June, 1968, when he will be 65 years old. He will remain, however, at Columbia as Special Assistant to President Kirk for the new gymnasium.

His list of accomplishments is a long one. In 1946 he helped the University acquire full control of athletics and recreation at Columbia and win faculty status for all coaches. He was a prime figure in the formation of the Ivy Group in 1945 and the subsequent Ivy League in 1954. He was the first president of the ECAC (Eastern College Athletic Conference) and a long-time, persistent fighter against professionalism in college athletics. And he put together the then progressive Community Athletic Program in Morningside Park, under Dean Lawrence Chamberlain's direction, whereby Columbia filled in some marshy land there and built a \$250,000 play area for joint use by Columbia's undergraduates and the community's youngsters.

### Quiz Answers

- |       |       |       |
|-------|-------|-------|
| 1. b  | 11. b | 21. c |
| 2. c  | 12. c | 22. c |
| 3. c  | 13. b | 23. b |
| 4. a  | 14. a | 24. c |
| 5. c  | 15. b | 25. a |
| 6. b  | 16. c | 26. a |
| 7. a  | 17. b | 27. c |
| 8. a  | 18. a | 28. c |
| 9. b  | 19. c | 29. c |
| 10. b | 20. b | 30. b |





Hugh Roberts

Athletic director Furey  
After 25 years, retirement

In recent years Director Furey has come under increasingly heavy fire, particularly for three things. One is the shabby facilities for athletics at Morningside. Although over \$2 million was spent on athletic facilities while Furey was in office, his critics contend that this was either not well-spent, was done too late, or was not enough. They point to the existing wooden stands for football at Baker Field, which were constructed in 1922 as a "temporary" measure.

Two, that Furey has been timid about advancing the legitimate educational values of athletics in an increasingly urban, mechanized world. The discontented argue that he has been a weak proponent for first-rate athletic teams at Columbia and has been reluctant to allow coaches to recruit as actively as their Ivy rivals do. "The Columbia coaches have less free time, secretarial help, and travel funds than their Ivy counterparts," said one angry alumnus, "and alumni support for athletics has been kept down deliberately. The Varsity C Club is, despite a few active individuals, a do-nothing group."

Three, some contend that Furey's attitude has become one of increasing rigidity, aloofness, and lack of great vision. As one coach reported, "We coaches seldom meet with Ralph anymore and communication has gotten worse."

Other alumni and Columbia persons

counter that Furey is working as hard as ever, and that the real need is for the other Ivy schools to be forced to halt their semi-professional tactics, not for Columbia to give up Furey's lower-key athletics and scholar-athlete notions. "They, not Furey and Columbia, are the real culprits," said one incensed alumnus. He told how one of the best schoolboy soccer players in the East, a fine young man who was Columbia first-choice, was discouraged from applying because he had College Board scores in the low 400's, only to appear this fall as a starter on the freshman team of a college that is supposed by many to be the one Ivy college with academic standards higher than Columbia's.

### Return of the Native

For the important post of Director of Physical Education and Intercollegiate Athletics, Columbia has selected Kenneth George Germann '43. Germann, 46, is now associate director of athletics at Rutgers. He will succeed Ralph Furey on July 1.

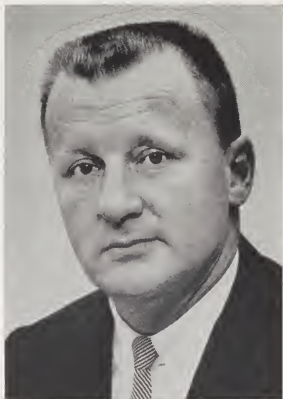
At the College, Germann was an outstanding halfback and good basketball player. After retiring as a captain in the U.S. Marine Corps, he served as director of athletics and football coach at Iona Prep. He became Columbia freshman coach in 1957; then in 1961 he moved to Rutgers.

Reserved and amiable, but smart (he has a Columbia M.A.) and thorough, Germann's choice has delighted both President Kirk and acting dean Henry Coleman.

### No Kick Coming

HAMPERED by the lack of a strong scoring punch, the Light Blue soccer team had a mediocre 3-5-3 season. They seemed to get better as the Fall wore on, and their performances against Penn and Brown were amazingly strong. The Lions scored a stunning 2-1 upset over Penn that knocked the undefeated Quakers out of contention for the league championship. The next week they lost 0-2 to Brown, a team that Coach Joseph Molder said was "possibly the best in the nation this year." The Columbia players, despite their small size and lack of polish, lost no game by more than two goals, a tribute to their considerable spirit.

The shining light of the team, per-



Athletic chief-elect Germann '43  
Can he deliver delight?

haps, was sophomore goalie Douglas Watt of Rutherford, N. J., who was possibly the best goalie in the league by the end of autumn. According to Coach Molder, "To be a great goalie you've got to have real quickness and daring but you also have to possess restraint and caution. Doug seems to have about the right amount of each."

The most improved player of the team was Brian Ackerman, who successfully made the difficult transition from the backfield to the forward line. (He will captain the squad next year.) Others who made notable contributions: sophomore fullbacks John Gardner and Tony Russell and junior front men Silvio Perich and Chris Heaton. Rick Andrews, All-Ivy center fielder last year, had a disappointing season. Captain Abe Lesnick, the left wing, was a good leader.

### The Undefeated

HOW REFRESHING it is to see a Columbia team so good that it can afford to be cocky! The freshman soccer team had an undefeated (8-0) season, going through the schedule with a casual power and blatant self-confidence. The squad was a fine collection of spirited, tough young men who spent their adolescence in places like Brazil, Cyprus, England, Italy, and Lebanon, as well as numerous regions of the United States. Their coach, a new one, was Geoffrey Sidebottom, a 32-year-old veteran of 15 years in English profes-



Renato Perez

**Heads up action against Cornell**  
*For replenishment, a brilliant freshman team*

be a huge, luxurious, concrete palace such as Cornell has, Dartmouth has recently built, and Princeton is completing, but a nylon, air-filled dome 150 ft. by 250 ft., 60 feet high. Says Coach Edgar "Dick" Mason: "Every university we compete against has field house facilities for indoor track and other sports, except Columbia. Our young men have been at an absurd disadvantage. This will be a great help."

The vinyl-coated nylon "bubble" is a translucent rectangular cloth that will be spread over the one-sixth mile board track—same size as the one at Madison Square Garden — near the Christie Field House. Anchored by rope to concrete pillars, sunk a foot

**Soccer coaches Rien and Molder**  
*Keep your eyes on those booters*

sional soccer, but his first year of coaching in America.

Their most exciting game was the last one, against a more than usually strong team from Pennsylvania. The Lions were behind 2-3 with 57 seconds left to play. Then, Columbia's Len Renery, a red-haired graduate of Connecticut's Suffield Academy, scored on a penalty kick to tie the score; and in a burst of power and skill Omar Chamma, a small, wiry resident of Beirut, Lebanon, booted the winning goal with *one second to play*. It was a spectacular last act to a season of individual theatrics in victories over teams from Princeton, Yale, N.Y.U., Pratt, Rutgers, CCNY, and Horace Mann. The Cubs outscored their opponents by an impressive 46-13.

The outstanding prospect is Renery, who has played soccer since his boyhood days in England. He came to the United States when he was 13, and now makes his home in Neptune, N. J. Renery's chief asset perhaps is his strength; he throws and kicks with almost unbelievable power. His controlled play at halfback was a key factor in the Light Blue's success. Renery is also being developed as a place-kicker (soccer-style) for Columbia's football team. He booted seven extra points (no misses) for the Cub football team this fall, and added a 28-yard

field goal against the Harvard frosh.

Omar Chamma and Michael Vorkas (from Cyprus) were the high scorers of the Lion's potent offense. Chamma is a quick, shifty dribbler; Vorkas is an intent, straight-ahead attacker. One other freshman, John Wulsin, showed up the first day of freshman practice without shoes. He had learned soccer in the West Indies. After some persuading, he put on a pair.

### Over Hill and Dale

**C**OLUMBIA'S cross-country team was not able to win a single one of its four meets this fall, but they did have one runner who was among the better ones in the East. Junior Gary Rosenberg, a former New Jersey State high school champion, broke the Columbia record of 25.41 at the five-mile Van Cortland Park course, and finished seventh in the Heptagonals. As a team, the Lions finished eighth in the Heptagonals, ahead of Dartmouth and Cornell.

The other cross-country racers who performed for the Lions this season were senior captain Doug McCarthy of Wantagh, N. Y., fast-improving junior Donald Trelstad from Salem, Oregon, and promising sophomore Pete Elliott of Birmingham, Michigan.

The big news about track is the expected construction soon of an indoor field house at Baker Field. It will not



## Construction on the New Gymnasium Begins

*The bulldozers started working this winter, after two years of delays, on the \$9 million Columbia-Community gym. The gym, which is being built on an unused rock ledge in Morningside Park at 113th Street, will be one of the finest in the East when completed. In a pioneering venture, Columbia is building, at its own expense, a special gym and large swimming pool for night-and-day use by the local community's youngsters. It is hoped that the facility will be ready by the fall of 1970.*

below ground level, the dome will be kept puffed up by air, providing a greenhouse-like interior in which to work out. The air dome can be deflated each spring and stored until next winter.

The inflatable dome is the idea of a reinvigorated Alumni Track Advisory Committee, headed by Max Lovell '23, and of Coach Mason. They knew that various military installations had used this modern device, and that Penn had erected one two years ago on Franklin Field. They drafted an excellent five-page "Proposal for the Purchase and Erection of an Air-Dome Field House," and submitted it to the trustees, who were intrigued by the collapsible, removable, and relatively inexpensive (\$85,000) air-dome and gave it the green light.

The only hitch now is New York City's Building Department, who, like good bureaucrats, are baffled because the "instant field house" does not seem to fit under any current building code regulations. They have rejected Columbia's imaginative idea, and the construction permit is presently being reviewed by an appeal board.

## The New Hockey Club

FOR THE SIXTH TIME in Columbia's history, the icemen cometh. A group of 19 College men and 15 graduate students has resurrected the idea of a hockey club at Morningside. Like the groups in the past, they hope to see hockey become an intercollegiate sport at Columbia.

It began when undergraduate Al Drescher '68 of Port Huron, Michigan,

and graduate student Tom Eastler, a Brown alumnus, put a two-line, 50-cent ad in *Spectator* last fall and found 26 students interested in making another attempt at starting a hockey club at Columbia. Drescher, a former wrestling team member, located a rink at the Riverside Arena (236th St. and Broadway) and arranged a weekly practice period at the unlikely time of 11:30 p.m. to 1:00 in the morning on Thursday nights. The interested students

each chipped in \$2 a week and brought their own equipment. They skated till March, scrimmaging against each other.

This fall Drescher, a senior and government major, scheduled a few matches and tried to get support from the Athletic Office. Hockey is a fairly expensive sport, requiring high insurance, much equipment, and a good rink (200 by 90 feet). Drescher and his friends have been unsuccessful in their pleas for financial help so far.

But he is undaunted. On Tuesday, December 5, the Columbia Hockey Club played Manhattan in their first match, and won 6-3. The Michigan student says, "We now have nine College freshmen in the club and several of them are of intercollegiate varsity material. I think we have a future."

What Drescher would like to see is the construction of an ice rink in the new quadrangles when the College expands south in the next decade. "There are hundreds of Columbia students who are hockey fans and decent skaters, and ice skating is a wonderful recreational activity. Look how continu-



Columbia hockey players on the ice again  
Midnight meetings at the Riverside Arena



ously jammed the Central Park public rinks are!" He believes that a University rink could be built below ground level as it is in Rockefeller Center, and, like the rink there, could be turned into a lovely beer garden or outdoor restaurant in warmer weather.

Says Drescher, "We've spoken to every key person in the College administration, with no great results. But we'll keep trying." When we reminded him that five previous groups of College hockey enthusiasts have said the same thing, Drescher merely laughed.

### A New Leaf in Rowing

CREW has a new coach. He is William Arthur "Bill" Stowe, a 27-year-old Philadelphia stock broker who stroked the Vesper Boat Club of Philadelphia to the Olympic eight-oared rowing championship in 1964. The 6'3", 210-lb. Stowe is a former freshman and varsity stroke at Cornell. He has even rowed on the Saigon River in Vietnam while serving as a Navy lieutenant there.

Rowing has been in the doldrums the past few years and it is widely hoped that Coach Stowe will lead a march out of that condition. "The team is a little confused in its rowing techniques after three coaches in the last think we are clearing up most of that confusion now."

A great believer in the "interval method" of training brought to this country a few years ago by Germany's highly successful Ratzeburg crew, Coach Stowe has introduced the program this fall at Columbia. In the interval method, the crews alternate periods of high-beat (38 to 42) strokes a minute) rowing with periods of slower, low-beat rowing. Says Coach Stowe: "It's a good system because it conditions you *not* to pace yourself during races. With the old method of pacing yourself you got only 60 to 70 percent of your potential; but by going flat out as hard as you can you find that your body can be pushed more than you thought. The winning colleges, notably Harvard and Penn, are using the interval method."

Coach Stowe has also revised the seasonal workout schedule slightly. "In the fall we teach technique mainly. If



New crew coach Bill Stowe  
*Rumbles of a rowing Renaissance*

you don't know how to row properly, nothing else will help. The style of rowing has changed a bit in recent years. Now we row at a higher beat and we *pull* the oar into the water, and then through, instead of just inserting it and pulling through. There is also a shorter backstroke.

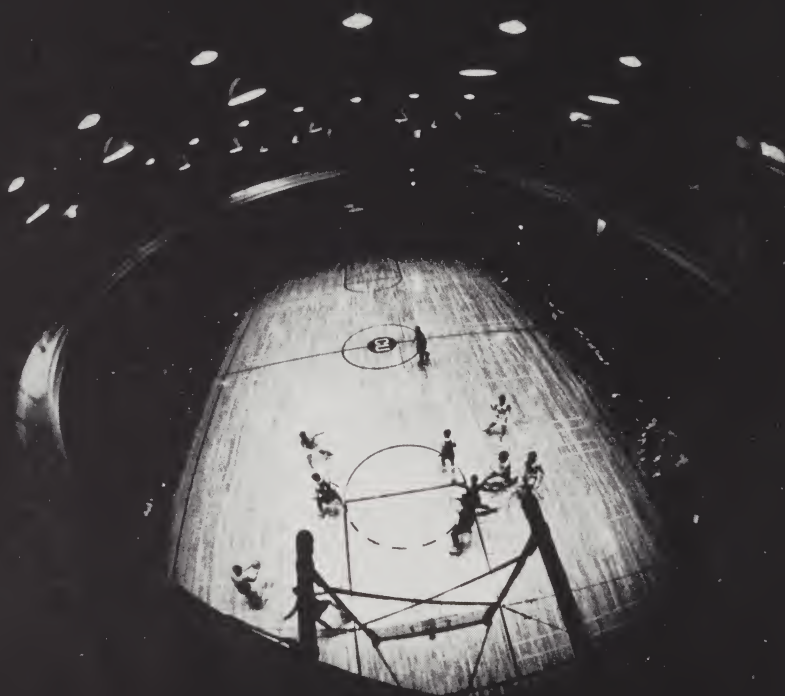
"In the winter months we concentrate mainly on improving each oarsman's strength by using weights and pulleys. We wait until spring to develop conditioning. It's silly to work on conditioning too far in advance of the spring races."

The captain of this year's varsity crew is Tom Sanford, son of Bill Sanford '30, who rowed on Columbia's national championship crew of 1929. There are several returning oarsmen from the varsity boats and two promising sophomores: Jordan Thompson, a 6'6", 205-pounder from Metairie, Louisiana and coxwain Phil Zegarelli from North Tarrytown, N. Y.

Not a man short of energy or ideas, Bill Stowe is, in addition, busy organ-

izing a Spuyten Duyvil Rowing Club for alumni and rowing enthusiasts in the New York area. Operating out of the Lions' Baker Field boathouse, the club will provide facilities and exercise for the hundreds of experienced oarsmen in the metropolitan area, as the Vesper Club does for the Philadelphia area. In preparation for the founding of the club, Columbia, with important alumni help, has ordered a full set of boats used in the Olympics. A new eight-seater, two fours (one with coxwain and one without), and a pair of two-oared shells (one with and one without) are being made for Columbia by Cantire Navale Donoratico in Livorno, Italy. And two Staempli Swiss single sculls have been donated by Horace Davenport '29, chairman of Columbia's rowing advisory committee; five more fiberglass singles are on order.

The Spuyten Duyvil Rowing Club might just make New York (and Columbia) a prominent rowing center, as well as providing good year-round opportunities for the College's crews.



# THE NEW MADNESS AT MORNINGSIDE

*This winter most of the College's students, and even some of the faculty, have contracted a strange malady called enthusiasm. It's all because the basketball squad has become the American intellectual's Cinderella team.*

by THE EDITORS

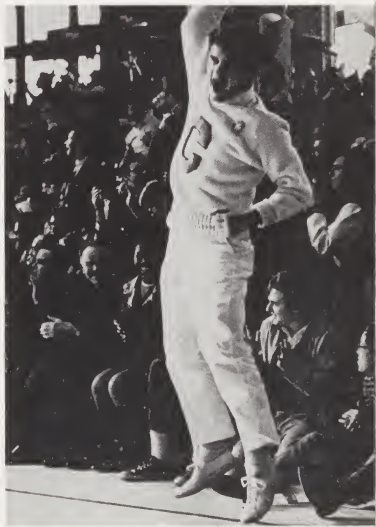
FROM KLAMATH FALLS to Kennebunkport the word is out. This winter Columbia has its best basketball team in 16 years. Not since the 1951 team—fourth-ranked in the nation—has there been such an array of talented College players on the University Gymnasium floor.

By mid-October the 450 alumni and faculty season tickets were sold out and the College's 2,700 undergraduates were furiously debating how to ration the 900 tickets available for each home game among themselves. ("First come, first served! "No, seniors should get priority!") The quaintly majestic but pitifully small, outdated gymnasium has only 1,700 seats (with 350 reserved for visiting team spectators, the press, and guests.) The Athletic Department, badgered by several anxious constituencies, had to set up closed-circuit television on campus.

Said one desperate senior, "They may be the greatest basketball team in Columbia's history. If I can't watch them play, I'll die."

In the pre-season prognostications the Lions were pegged to be among the top 20 college teams in America. They won their first four games, but during the third week of December they stumbled and fell three times—first in the Ivy League opener at Cornell, then at Georgetown (in double overtime) and at Fordham. Surprisingly though, while disappointment with the team was immediate and widespread, it was not very deep. Confidence in their prowess and power held, an unusual thing at Morningside.

The prestigious Holiday Festival tournament at the old Madison Square Garden justified the continued confidence. The Light Blue topped perennially strong West Virginia (98-71), pulled a stunning upset on nationally-ranked Louisville (74-67), then snatched the Festival championship with a 60-55 victory over St. John's. Alumni and undergraduates were elated, and the Lions found themselves dubbed, by *Sports Illustrated*, "The Intellectual's Cinderella Team."



Larry Mulvehill



In the face of this tidal wave of hoopla, Coach John Patrick "Jack" Rohan '53 remained cool, even a bit alarmed. "Do you realize that we will have to be one of the five best teams in the nation just to win the *Ivy League* championship? Sure, we have some good players. But we will be playing the toughest opponents Columbia has ever faced. If we can't put out with 100 percent of our ability in virtually every game, we could get clobbered."

Chief among Coach Rohan's concerns was Princeton. One of the top five teams in the nation last year, the New Jersey players fielded an even better team this year. Their six leading players stand 6'10", 6'9", 6'8", 6'7", 6'5" and 6'2". Five of these six were high school All-Americans, including 6'5" sophomore Jeff Petrie, whom Coach Rohan says is "the best freshman player we saw last year."

The 1967-68 Ivy League was one of the most powerful basketball conferences in the country. The widespread early season optimism about Columbia's prospects only worried the smiles off Coach Rohan and his new assistant Mike Griffin '65.

Coach Jack Rohan '53  
*Miracle on 116th Street*



David Plowden

**W**HY IS THERE so much excitement about the College's basketball team?

Actually, there are only two good seniors on the varsity: 6'6" forward Larry Borger and 6'3" guard Bill Ames. Borger, who was elected captain last year, is a former New Jersey state champion half-miler and a good all-around athlete. He is very fast and is zealous in a zone defense. Having started in every game last season, he is an experienced performer, and his hustle, rebounding, and court savvy is of great aid. Borger is not a brilliant shooter, but he works for the good shot and is a sure one; he made a high 55 percent of his field goal attempts last year and averaged 10 points a game. Ames is the string bean of the squad, weighing only 180 pounds. Like Borger, he started regularly last year. As a result, Ames has learned a lot and acquired a quiet confidence. Not a dazzling ball-handler, he is exceedingly smart and very steady, and is a fine defensive player, especially in a zone. His forte is shooting, which he does with amazing accuracy from long distances and with a controlled, soft touch on driving lay-ups.

But much of the heavy excitement is about the five other outstanding players on the squad, three of them juniors and two sophomores.

Most conspicuous is David Newmark, the lanky 7-foot junior from Brooklyn. Two years ago, as a sophomore center, he averaged 23 points and 14 rebounds a game and was selected for All-Ivy honors and named ECAC sophomore-of-the-year. Last September, October, and November, however, he was knocked in bed by prolonged bouts of tonsillitis, pneumonia, and flu, and decided to take a medical leave of absence for the academic year. Now, with additional strength (he's up to 240 pounds), greater maturity, and a more aggressively competitive attitude, he is back, working hard, and in excellent shape. He has many gifts, not the least of which is a potential for great leadership, to go with his size. If Newmark can pass more alertly and skillfully, hone his already strong defensive play, and perform with unrelenting desire and toughness, he will be a top candidate for All-American honors.



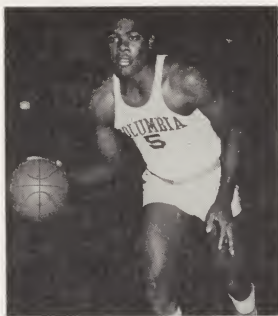
Bill Ames

A second junior is last season's highest scorer and leading rebounder, Roger Walaszek. An All-Ivy selection last year as a sophomore, he was such a fierce competitor that his eagerness caused him to foul out of seven games last year. Walaszek is a remarkable natural athlete with great speed, balance, and agility. Also, at 6'3", 200 pounds, he's an offensive charger of extraordinary power. Last year, he lacked only court sense—the ability to make the right move or play on every occasion—but this season he seems to have made more of the proper actions almost instinctual.

The third junior is a surprise, a pulp-magazine success story. He's relatively small—6' and 170 pounds. He scarcely played ball in high school because he had to work part-time, and barely made Columbia's freshman team. As a sophomore, he was cut from the varsity squad early in the season, but was allowed to rejoin the team because he had unusual quickness and a burning desire to improve. His shooting was not too accurate and his moves and skills were a bit crude. He had three attributes, however, that were real assets: he is very bright and learns things with almost incredible rapidity; he has a silent self-confidence, almost a cockiness, in his ability to overcome his shortcomings; and he is a tireless worker. During the summer he practiced almost nightly after work. This fall he astounded everyone with his improved play. "You can literally see him get better weekly," said a teammate. The young man is Bruce Metz.



Dave Newmark



Jim McMillian



Roger Walaszek

Now a good dribbler and swift break-away performer, Metz is one of the three Lion guards who is seeing lots of action. His left-handedness adds versatility to the squad, but his almost total lack of game experience has hurt on occasion.

The two sophomores? "The finest sophomore prospects since Chet Forte," says Coach Rohan. (Forte '57 is the all-time Columbia high scorer and Columbia's most recent All-American.)

One is James Marshall McMillian who, after a brilliant schoolboy career at Brooklyn's Jefferson H.S., was dubbed the best high school player in the nation two years ago. (Previous recipients include Oscar Robertson and Lew Alcindor.) A huge person (6'5" and 220 pounds) with raw wisdom and extraordinary maturity ("He's already a man," said one teammate), McMillian could be one of Columbia's all-time greats. He's very strong and a rugged player under the backboards. He's fast, if not always quick. He has great hands and is blessed with enormous court sense; he's a smart, methodical player. He is also an excellent shooter. He needs, however, to learn to cut around the pivot man and set up picks a bit better, to wipe out a few defensive weaknesses, and to keep his weight down so that he doesn't slow up. One thing: he does seem to play best under intense pressure. ("He seems to lack a killer instinct," said one long-time observer of Columbia basketball.) Last year's freshman team lost foolishly to some weaker teams; McMillian, the squad's leading scorer (average: 25

points a game), came to life chiefly against the strongest frosh clubs such as St. John's, Army, Princeton, and N.Y.U., helping the Lions blast their way to victories against each of those colleges. This year, McMillian has still not learned to play in high gear every moment of each game but he has become a much more constant threat.

The other sophomore is Heyward Dotson. Of him, Coach Rohan says, "He has unbelievable potential." Blazingly quick and a superb shooter, Dotson is capable of explosive maneuvers that bring gasps from the spectators. He's 6'4" but can jump as high as players three inches taller. Dotson made a high 55 percent of his shots from the field last year as a freshman, while averaging a commendable 22 points a game. In doing so, he occasionally displayed a damaging erraticism, which he seems to have largely conquered this year. This new control over his amazing athletic abilities could, if he keeps on improving, enable him to become one of the best players in the East. Fierce and fast on defense, Dotson is usually assigned the unenviable but crucial role of guarding each opponent's finest player in the man-to-man defense.

These seven will be the busiest performers for the Lions this winter. But there are others, eager to play also. Among them: juniors Tom Garnevicus (6'4"), a smooth player, George Thomas (5'10"), the squad's best dribbler, and Jon Schiller (6'5"), a fine shooter; and sophomores Art Detwiler (6'10"), a hard worker, and



Heyward Dotson



Larry Borger



Bruce Metz

## RECENT COLUMBIA BASKETBALL GREATS

Walter Budko '48, a 6'5" native of Brooklyn, was the first man to score over 1,000 points in varsity basketball competition at Columbia. He did, however, play four seasons on the varsity because of special wartime eligibility rules. A fine shooter and tremendous rebounder, he captained the Lions to two Ivy championships in the 1946-47 and 1947-48 seasons, winning All-East honors both years. After college, he played professional basketball with the Baltimore Bullets. He now lives in Luther-ville, Maryland, where he is in the insurance business.

John Azary '51 was the relatively small (6'3") pivot man who led the Columbia team to an undefeated season in 1950-51 and fourth-ranking in the nation. The Lion's only loss that year was to third-ranked Illinois in the post-season NCAA tournament. An amazing ball-handler and defensive player, he was selected as a second-team All-American in 1951. His total of 1,015 points (14.1 average per game) is sixth highest in Columbia's history. He now teaches in a prep school in Washington, D.C.

Jack Molinas '53, the aggressive, lanky 6'5" marksman who poured 1,096 points through the nets in 1950-53, is Columbia's fifth leading scorer. He was chosen as a second-team All-American. He played pro-basketball for one season with the Fort Wayne Pistons following graduation, then went to law school. In

early 1961 he was implicated in the college basketball scandal of that year, and was subsequently convicted. He is now serving a jail sentence.

Frank Thomas '56, was the scrappiest rebounder in the College's recent past and holds the Lions' single season rebounding record (406). The burly 6'4" athlete is regarded as the finest Negro basketball player, along with All-American George Gregory, Jr. '31, in Columbia's history. He averaged 11.7 points a game, was team captain in his senior year, and was twice an All-East selection. Following graduation he served as captain in the Air Force, then graduated from Columbia Law School. He resigned his post as deputy police commissioner in New York City last May to become executive director of the Community Development Corporation, a rehabilitation project in Brooklyn's Bedford-Stuyvesant district.

Chet Forte '57, only 5'9" tall, set every Columbia individual scoring record in the years 1954-57. A spectacular shooter, the Hackensack, N.J. native pumped in 1,611 points (24.8 per game), the single game high being 45 points against Penn. Along with Wilt Chamberlain, he was on everybody's All-American first-team in 1957 and was named the United Press "Player of the Year." He is now executive producer of the ABC television network's "Wide World of Sports" program.

Bruce Fogel (6'5"), a promising competitor.

BASKETBALL has changed a lot in the past 15 years. The teams are taller and their shooting ability is much higher (the national percentage of shots made of those taken has gone up from 37 percent in 1956 to 46 percent last year). And the play is more intricate; many teams today have several offensive attacks and defensive patterns. "It's much more scientific now," says Coach Rohan, "and fewer mis-

The New York Times



*Jubilation at Madison Square Garden after Columbia's basketball team defeated St. John's 60-55 in the final game of the prestigious Holiday Festival. Earlier they had beaten West Virginia and outfought a strong Louisville squad. Not only did the Lions grab the championship but sophomore Jim McMillian (left) won the tournament's Most Valuable Player Award. The Lions, who then whipped a strong Princeton aggregation for the Ivy League title, will have to tackle America's best clubs for the NCAA championship.*



takes can be tolerated than when I played for the College 15 years ago." Rohan, for example, has dissected the game into key components, and his players drill, piece by piece, in many separate maneuvers.

How have the Lions been playing? Says Rohan: "Every team has a style, a peculiar tempo and quality of performance. Our special quality this year, perhaps, is that we are fast as well as strong and fairly big. So we run a lot and fast-break occasionally. On offense, we hope to play smart, cool

basketball, working for the right shot. Above all, we strive for a *balanced* attack—every man a scoring threat. So if they double-team Dave [Newmark], someone else will score repeatedly. It's imperative that our opponents be able to slough off on no one. Every man a terror!"

Basketball, along with fencing, has been Columbia's most successful sport. Since 1901 the Lions have won 14 League championships, or roughly one every five years; and they have finished third or better 65 percent of the time.

The Light Blue had not won a title, however, in the past 16 years. They were overdue. This year they broke through and grabbed the title again.

"If we get 100 percent effort from each player in every game, and if we function as a smooth, completely unselfish *team* on offense—and if we get a little luck—we could have a very decent season," said Coach Rohan, obviously no man to get swept up in the fantastic frenzies of undergraduates and alumni basketball buffs.

The students had no such reserve.





## Talk of the Alumni

### The Hamilton Medal

FEW IMPORTANT ALUMNI of the College are as winning as Benjamin Joseph Buttenwieser '19. In appearance he is short, trim, and balding; but his eyes show delight and his smile comes readily. He is one of the more genuinely democratic men in New York, moving easily among millionaires and the destitute, intellectuals and the illiterate. He talks to Columbia undergraduates the same way he does to his fellow Trustees on the University's board. And he does so with eagerness.

There is an enormous zest in him to learn all he can—about all sorts of things, from all kinds of people. Yet he is not overly impassioned, but naturally curious, the way most citizens are about auto accidents or fires in their neighborhood. Nor is he without views of his own; he can and does dispense wise tidbits, but he seldom does so pompously. He comes close to being that perfect product of a good college: a man with deep and wide knowledge (ac-

knowledge to be incomplete) and firm values (held tentatively).

A very astute investment banker, he is a rich man. But he has been unrelentingly charitable and has given much of his own resources—and tried to get others to give theirs—to causes that he thinks are crucial to the continuity and improvement of American democratic society. Thus, he is not only a partner in Kuhn, Loeb, and Co., the prominent Wall Street investment house, and a director of Benrus Watch, Chock Full O' Nuts, Revlon, Tishman Realty, and Title Guarantee Company; but also a trustee of Fisk University, Columbia, The Federation of Jewish Philanthropies, and Lenox Hill Hospital, and a director of the New York Philharmonic Society, the Foreign Policy Association, and the New York Chamber of Commerce. (We do not include his many offices of public service.)

A blazing civil libertarian, he is one of that crucial group of leaders that makes America so difficult to under-

stand—a breed that British scholar A. D. Lindsay once called "the good and the clever." Like Franklin Roosevelt, Herbert Lehmann, John F. Kennedy, and Nelson Rockefeller, Benjamin Buttenwieser is a sharp trader endowed with a fine mind and a great social compassion. Practical, humane reformers all, such men are living refutations of the fashionable notion among some present-day undergraduates that life is meaningless or absurd, all men in power are fools or criminals, history is all decline, and individual integrity requires a cop-out or a total demolition job.

That Ben, or Benny, as he is called, should win the 1967 Alexander Hamilton Medal, the highest award of the College's Alumni Association, is entirely appropriate. That he is serving as co-chairman of Columbia's current \$200 million Capital Campaign, the most important push for excellence in Columbia's history, is not unexpected. The memorable Hamilton ceremony in ma-



jestic Low Rotunda on the evening of November 9, arranged by the Association's Max Lovell '23, was just right: formal but witty and relaxed, important but not stuffy or self-righteous.

Often one hears laments that all the heroes are gone and there is no one left to model one's life after. The Class of 1919 has a candidate.

## Capital Gains

COLUMBIA'S CRUCIAL \$200 million capital gifts campaign, after a slightly awkward start, seems to be gathering momentum nicely. At a black tie dinner of 600 key alumni and friends at the Hotel Pierre on October 31, Columbia's Charter Day, President Kirk announced that \$59.4 million had come in during the first year. The figure brought a surprised cheer from the audience. Even Dr. Wallace Sterling, Stanford's president and the guest speaker, seemed impressed.

What appears to be the situation is that numerous Columbia alumni and administrators have burst into more methodical, sustained action and have begun to develop confidence, a sense of urgency, and necessary pride. Their informed pleas have brought in many generous gifts from foundations, banks, corporations, and wealthy individuals. The year-end objective is \$70 million—about \$20 million less than some expected, but a sum now easily within reach.

If the "By God, we can make it if we all pitch in" attitude continues to spread, and other loyal alumni during this second year of the campaign contribute lots of enthusiastic solicitation, the campaign, the largest one ever undertaken by an American university, could be a smashing success. Columbia's faculty salaries would remain in the front rank and the desperately-needed new gymnasium, life sciences building, College library, College residence halls, and graduate residence halls could be built.

A somewhat curious factor in the campaign so far has been the action of some of the trustees. Some have worked with remarkable fervor and diligence and some have been exceedingly generous (Lawrence Wien '25, for example, has added another \$500,000 to his initial gift of \$1 million); but a few have been almost unheard from yet.



Alumni Association president King '48 and Hamilton medalist Bittenwieser '19  
*Who says the heroes are all gone?*

This fall Columbia announced the appointment of two new members of the Board of Trustees. Both are College graduates. Arthur Krim '30, '32 L was selected as the new Alumni Trustee. A brilliant lawyer associated with an outstanding Manhattan law firm, and the president of United Artists Corporation, Krim could add some additional entrepreneurial dash to the board. (There are six Alumni Trustees, each of whom serves a six-year term.)

The other appointment is not really a new one. An Alumni Trustee since 1963, William Petersen '27, '28 B has been elected one of the 18 Life Trustees. Petersen, the president of the Irving Trust Company, has long been active in both College and Graduate Business School affairs and is currently serving as chairman of the Alumni Major Gifts Committee for the \$200 million campaign. A good portion of the success of the first year's campaign has come from Petersen's efforts.

## The Annual Fund

EVERYONE KNOWS that the College could not function very well at all without the College's Annual Fund. The scholarships of half of the 2,700 undergraduates, and the financial support of young College faculty, the students' Citizenship Program, the study libraries in the residence halls, and *Columbia College Today* would all disap-

pear suddenly. Hence, a major concern of the College is: will annual giving be seriously hurt by the Capital Gifts Campaign?

So far, it does not seem to have suffered greatly. The 1966-67 Annual Fund total shows no appreciable increase, but neither does it show any serious decline. Though the first year of the \$200 million campaign has touched only the most affluent, most alumni continue to help the College as well as



Banker Bill Petersen '27  
*New chairman of the Board of Trustees*





LEFT: Dr. Edmund Di Lello '43 chatting with a classmate at the Class of 1943's 25th Reunion gathering at Baker Field last fall. Men from Texas and Florida were among the 150 present.

BELOW: Acting Dean Henry Coleman '46 greeting arrivals of the Class of '43. After the football game there was a jovial party in the Gould Boathouse, presided over by Class chief Connie Maniatty. Attendance at these 25-year reunions keeps growing.



assist the University. The 1966-67 total was \$1,201,841, the third year that the Fund has topped the million mark.

Of the \$1,201,841, \$834,732 came from 9,465 alumni (39 percent); \$287,066 from corporations and foundations, and \$80,043 from parents and friends. The alumni classes with the highest participation were:

1906 59%	1918 47%
1917 55%	1939 47%
1958 52%	1911 46%
1921 49%	1908 45%
1919 48%	1948 45%

Lion Awards were given to Armand Erpf '17, George Vogel '48, and Barry Dickman '58 and Howard Orlin '58, among others, for outstanding class chairman performances.

The John Jay Associates, those who give \$250 or more annually to the College, enrolled 103 new members, raising the total membership to 808. The dedicated, generous group, though only

three percent of the total alumni in number, accounted for 51 percent of the total alumni dollars. Arnold Saltzman '36, chairman of the Associates, deserves loud praise for his efforts here.

There were other encouraging signs. The amount given by the College alumni increased \$107,266 last year, or 14 percent. And, 521 of the 2,700 parents contributed, despite their tuition expenses. This was 131 more parents than last year.

The nagging, disturbing fact is that many College alumni (60 percent) continue to ignore the College's appeals for annual help. "The problem certainly can't be the College's lack of urgent need," says Al Barabas '36, executive director of the Annual Fund.

### Homecoming

ONE FINE TRADITION that has taken root at Morris Watkins' annual

lovely fall extravaganza, Homecoming, is that of having the 25th Reunion class of the College meet in a specially roped-off area of Baker Field surrounded by deans, magnificent food, good drink, and sunshine. The rediscovered camaraderie is both touching and funny to behold. "Tony, you old duffer, why haven't we seen each other for 15 years?" The tone is one of dignified gaiety. No funny hats or weird blazers or yipping snake dances. But lots of hearty laughs, information exchanges, queries about the College.

This year 302 members of the Class of 1943 and their families gathered, as guests of Acting Dean Coleman. History Professor James Hagerty, Jr. came from Huntsville, Texas, and Sam Higginbottom from Coral Gables, Florida. Presiding over it all was Class President Connie Maniatty. He drove down from nearby Westport, Connecticut.

## Forty-Five in a Row

SURELY, the most famous "old grad" at Columbia is Rudolph Ludwig "Pop" Von Bernuth '04. Still an unashamed booster of Columbia athletics and undergraduate high spirits at the age of 84, "Pop" Von Bernuth this fall celebrated his 45th consecutive year as a season ticket-holder at Columbia's football games.

Von Bernuth is a proud, gruff, unpredictable person. One of the College's most vigorous supporters of athletics, he opposed the idea of going to the Rose Bowl in 1934 because "California was hot as Hell itself." His undergraduate life was unbelievable—he was on the hockey, rowing, and track teams and helped start a soccer team, was the leading lady in the frosh and sophomore shows, was active in Deutscher Verein, was vice-president of the junior class and was tapped for Nacoms, and was so good a student that he made Phi Beta Kappa. Yet he once threw the undergraduates off the Columbia Athletic Committee because they were "irresponsible and lazy." Once, at a luncheon with us at a noted club in the Wall Street area, he greeted a cordial, dignified old man reprovingly with "Hello, you goddamed Yalie."

For years he led the singing of *Sans Souci*, the College's Alma Mater, at the annual Varsity C dinner, and did the same at the annual January black tie dinner of the Society of Older Graduates, of which he is a former president. Two years ago, during the Society's dinner he was hospitalized, in serious condition. But he sent a telegram—in Greek.

Self-consciously a "character," Von Bernuth played semi-pro hockey until he was 39 years old and suffered a broken collar bone, first with the Wanderers Hockey Club and then with the St. Nicholas Club. This was done while he was building up a considerable practice as a corporation lawyer in downtown New York.

Now, "Pop" Von Bernuth has to be helped from cars and led by the arm, a situation that he, a loud believer in physical and mental vigor, can only grunt at. But he still comes to every home football game, dressed in youthful tweeds and plaid bow ties. And he still sings *Sans Souci* with his fist over his heart.

## Alumni Abroad

COLUMBIA HAS JUST COMPLETED a study of its foreign alumni. It turns out that approximately 4,950, or 5.5 percent of the University's 90,000 alumni live outside the 50 United States.

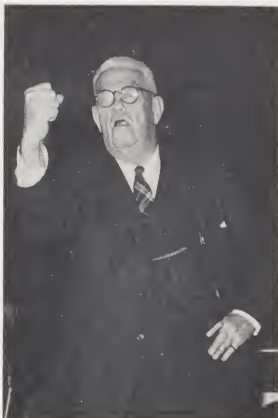
The foreign country with the largest number of Columbia alumni is Canada, with 786. Following Canada are Great Britain with 333; India with 308; France with 268; Japan with 229; and Israel with 215. Of the Columbia alumni abroad, only 20 percent are native Americans; the rest are foreign students who have returned home or settled in another foreign land.

The Graduate Faculties and the Graduate School of Business are the two branches of the University that contribute the largest number of foreign alumni, Columbia College has roughly 505 alumni abroad, or about one out of every 48 graduates.

Of note is that four-fifths of these University alumni abroad received their degrees after 1945. They are a young group. This can be attributed to two factors principally: the increasing number of foreign students at Columbia in the postwar years and the increasing mobility and international outlook of educated Americans.

## The New Alumni Register

NOT SINCE the encyclopedic *Columbia University Alumni Register*,



Last of the great, spirited old grads is "Pop" Von Bernuth '04, who still leads the singing of *Sans Souci* at dinners and never misses a Columbia football game at home.



Joseph Coffee '41 gives one of the first copies of the new Columbia College Alumni Register to President Grayson Kirk.

listing all Alumni from 1754 to 1931, was published by the Columbia University Press in 1932 has there been a directory of fellow graduates available to College men. The long absence of such a useful handbook is astonishing evidence of Columbia's peculiar neglect of alumni affairs in the past decades.

This December, however, a new volume was published listing all 24,700 living College alumni. It is an extremely handsome, light blue book of 786 pages that the Alumni Association hopes to update every five years from now on. The new *Register* is a sign that the University's neglect of alumni matters may be cracking.

The Columbia College Alumni Regis-



ter lists in "Who's Who" fashion the biographical sketches of 15,200 of 24,700 College alumni (61 percent), with the remaining 9,600 persons being listed merely by name, class, and place of residence. There is also a class index and a 90-page geographical-vocational index that should be of tremendous value.

A particular delight in the *Register* is an informative, witty, and frank historical sketch of Columbia, called "The Small Mountain on Morningside," by David Cort '24.

We learned that the two oldest living

College alumni, Eliot White '91 of Winchester, Tennessee, and Everett Smith '92 of Arlington, Massachusetts, are both Protestant clergymen. Perhaps God really does provide.

The *Register* is largely the result of years of urging by Joseph D. Coffee '41, former Assistant to President Kirk for Alumni Affairs. The College's Alumni Association underwrote the cost of the initial printing: 6,000 copies. Of the 6,000, 4,150 were purchased by alumni prior to delivery this winter. The rest will be distributed to alumni while they last. To get your copy, send a check for

\$15 to the Alumni Association of Columbia College, 401 Ferris Booth Hall, Columbia University.

### Stalemate at the Club

EVER SINCE CCT was founded as a magazine in 1960, we have heard complaints about the Columbia University Club at 3 West 43rd Street. We have heard some nice things too, especially about Carl and the wonderfully collegiate men's only grill. But the burden of alumni opinion has been unfavorable.

So when we heard that a mild-mannered but zealous "reformer" had been elected as president of the Columbia University Club last May, we decided to call upon him. He is Herbert MacIntosh '36, vice president and general superintendent of Brooks Brothers.

We found MacIntosh, a genial, vigorous, dark-haired man who once was a fine half-miler and track captain for the College, on the eighth floor of the Brooks Brothers building at 346 Madison Avenue. First he told us about his firm and his position. We found out that Brooks Brothers began in 1818 at the corner of Catherine and Cherry Streets and has moved uptown five times, three times more than Columbia. The clothiers opened their first branch store in Newport in 1909 and have just opened their eighth office in Atlanta this fall. (Next: Washington, D.C.) Brooks owns no buildings for its stores; it always leases space. Each store is designed to look alike: walnut paneling, red carpets, brass fixtures—"so that customers feel comfortable shopping at a Brooks store in any major city."

Brooks sends a dozen buyers each year to Europe to hunt for fine materials, but makes most of its clothing in its own plant in Long Island City. There is also a huge shirt factory in Paterson, N. J. "Nearly everything we sell is exclusive with us," said MacIntosh matter-of-factly. MacIntosh told us he is in charge of all personnel (carefully chosen), labor, real estate, the flow of goods, and other administrative things. He said that what he "loved" most of all was branch store development. (His office was full of drawings, plans, contracts, and specifications.) He said he had been at Brooks since 1958 and had come there from a vice presidency at Stern's. He has four children and since

The Columbia University Club 40 years ago  
Have the Club and the University been neglecting each other?



Columbia Collection



1946, the year he got out of the Navy, has lived in Irvington-on-the-Hudson, N. Y.

MacIntosh joined the Columbia University Club in 1948. He said he was surprised at first because most members of the club seemed fairly old and because the club was not more crowded. In 1960 he was elected to the Board of Governors, where the members were even older. Said MacIntosh, "I'm a fairly frank person. On the Board I spoke out against the lack of young blood and general shabbiness of the club. To my surprise I was elected chairman of the House Committee. We got the Ladies Lounge area painted and then the restaurant. They look nice now. Larry Wien '25 helped us clean the exterior too. But we still have a lot to do."

We asked him why so many alumni seemed unhappy about the club. He said that some of the criticism is probably the usual grumpiness of Columbia men, but that much of it was justified. "Our atmosphere is a *tired* club atmosphere. We need to make the Columbia Club a bright, fresh place with great food and lively programs. We're exploring how we can do this now," MacIntosh told us that membership dues are, contrary to alumni belief, lower than those of most other alumni clubs in town. He informed us also that membership is now open to anyone who attended Columbia for at least one year. "The old restrictions are gone. But we have done a weak job making that new fact widely known to Columbia men."

According to MacIntosh, the Club is in a bind. Its membership is only around 2,000 (of 90,000 alumni), one-third that of the Harvard and Yale Clubs. "Membership can't be appreciably increased, however, until the facilities, food, and programs improve. Yet, we can't revamp the Club without dues from more members. We're really at the crossroads. I've told the Governors that we need to redo the whole club. I was amazed when they nearly all agreed."

MacIntosh is trying to wiggle out of the bind in several ways. One, he is encouraging eager young men and bright devoted old-timers to come up with ideas. "Guys like Roy Griffith '29, Peter Ross '54, and John Gjernhost '56 are working very hard," he claims. Two, he

is trying to initiate a feasibility study to find out the cost of doing a total rehabilitation job on the club—"rewiring, air conditioning, better athletic and overnight facilities, the *works*." Said MacIntosh, "We considered tearing the building down and putting up a new one, in which Columbia would have modern quarters in the first four or five floors; but most people, including me, like the turn-of-the-century flavor that the place now has. We want to have an elegant, tasteful, but very warm and comfortable, real *club* atmosphere."

One thing that evidently annoyed MacIntosh is the utter lack of interest in the Club by Columbia's top authorities. "The Club and the University should be pulling together, but no one at Morningside has ever displayed any interest or concern about us. This baffles me." We reminded him that the Columbia Club is a *private* club legally, to which he responded that this did not make it exclusive or totally removed from University affairs.

"Basically," said MacIntosh, "We need four things: capital for improvements, a brilliant architectural restoration and redecoration, a quadrupled membership, and a superb manager." (The Club has just let the former manager go.) What qualities should the Club's ideal manager have? MacIntosh responded with a smile, "The Columbia Club needs a confident autocrat who has personal charm and impeccable taste, who is a gourmet, and who has a keen and democratic appreciation of intellect and talent, such as many Columbia men possess."

## A Death, An Award

AD REINHARDT '35, one of the nation's leading abstract painters, died on August 30, 1967, of a heart attack. The 53-year-old ex-art editor of *Jester* was just beginning to achieve real fame with his black canvasses—all exactly five feet square—delicately, almost invisibly colored underneath in places. He had just been awarded the Norman Wait Harris Medal at the Art Institute of Chicago, a Guggenheim Fellowship, and an exhibition at New York's Jewish Museum.

He was one of modern art's enigmas. A bitterly critical polemicist, who did venomous political cartoons for *PM* in the late '40's and castigated angrily



Arthur Rothstein '35  
Highest honors for photojournalism

nearly all art museums and other painters, he advocated, often wittily, an art of rejection, quiet, and virtual nothingness. "The laying bare of oneself graphically or socially is obscene," he said once. "Art comes from art only, always, everywhere; never from life, reality, nature, earth, or heaven," he said elsewhere. Dubbed "Mr. Pure" by his critics, he frankly stated that his wish was to paint "nothing" on canvas.

A super-protestor in a day of protesters and a hyperacidic polemicist in a day of negativism and moralism, his paintings of "nothing" were a visual representation of that strand of modern intellectualism that sees darkness, lunacy, decay, and chaos everywhere. He argued that he was especially "rational," but painted in his later years, only infinite variations of black, five feet square. Nihilism, the creed of a growing coterie of modern rationalists, had in him a painter-idol. Ad Reinhardt mirrored a significant, influential portion of our age.

A classmate of Reinhardt, who sits on *CCT's* alumni advisory board, has, unlike Reinhardt, photographed life with amazing clarity and fullness. He is Arthur Rothstein '35, *Look* magazine's director of photography, and he received this fall one of the highest honors in the field of photojournalism, the Joseph A. Sprague Award. Anyone who wants to sample Rothstein's great gifts might study his latest book, co-authored with William Saroyan, called *Look At Us* . . .



King's College (Columbia) in 1767

## The Awful Birth of American Medical Education

by THOMAS GALLAGHER '41

*The year 1967 marks the 200th anniversary of the founding of Columbia's College of Physicians and Surgeons, America's first degree-granting medical school. Here's the unusual story of how it was born, brilliantly and humorously described by one of the nation's major new writing talents.*

**T**HE YEAR 1767 in New York City was an average, normal kind of year.

On any given day there were about a hundred schooners, brigs, sloops, and full-rigged ships lying at anchor in the harbor. Up on Bowery Lane, the usual crowd of cattle dealers met at Bull's Head Tavern to do business with their colleagues in the meat and tallow trades. The average household still

burned about 15 pounds of candles a month (or pine knots if the family was poor). And it still cost 10 shillings to travel by stagecoach to "Prince-Town," New Jersey, and 10 shillings more from there to Philadelphia.

Nearly all the city's 21,000 inhabitants—4,000 of them Negroes—lived in 3,000 simple frame houses or brick dwellings huddled at the southern tip of Manhattan Island. The city showed

the influence of accident rather than design. The principal streets—Water, Queen, William, Nassau, and Broadway—ran roughly parallel with the North (Hudson) and East Rivers, but were interlaced by crosstown streets that started, stopped, and picked up again without any definite aim or direction. Most of the streets were still little more than hard-packed dirt lanes and were seasonally so filled with puddles,

mudholes, sheets of ice, or swirling pockets of dust that porters carried female "foot passengers" from one side to the other. Even the paved streets presented problems, though, for the cobblestones were laid at such a downward slant from the curbs (to form a gutter in the middle of the road) that New Yorkers were said by other colonials to be identifiable by their gait alone.

Money was scarce, with manufactured goods from England still pouring into the city and raw materials pouring out. To alleviate the condition, New Yorkers were urged to buy American-made products: boots and shoes, farming and building tools, saddles, chairs and tables, clothing, and pots and pans. Indeed, the growing differences between the colonies and England were already being discussed in New York's numerous taverns and coffee houses and at protest meetings in "The Fields" (now City Hall Park), the Hyde Park of colonial New York City.

Opposite the lower point of "The Fields," on the west side of Broadway, stood the stately St. Paul's Chapel, with a broad lawn that stretched down to the Hudson River and afforded a pleasant view of the New Jersey shore. It had just been completed in that year of 1767, the latest of 20 churches (and one synagogue) on the island. Also new was the city's only theater on John Street between Broadway and Nassau Street. Called the John Street Theatre, it was a red-painted wooden structure that usually ran two plays on each program. While the theatre's programs delighted many, it was often severely criticized, particularly by the city's more upright residents. "The money thrown away in one night at a play," wrote a contributor to the *New York Journal*, "would purchase wood, provisions, and other necessities sufficient for a number of poor . . . to pass through the winter with tolerable comfort." Another writer complained that the theater familiarized "the modest ear to obscene discourse."

If the year 1767 was otherwise unremarkable, it was distinguished by one important event. Considering how unfavorably New York compared with Boston and Philadelphia at this time—in cultural and intellectual affairs, lawful behavior, and town planning—this event was truly extraordinary.

The event was the opening of the first degree-granting medical school in America. It was established at Columbia College (then known as King's College), the fifth to be founded in the American colonies and the only college in New York state at the time. It stood west of the Fields, at Church and Barclay Streets, now Park Place.

FOR YEARS, the establishment of a medical school and enactment of laws to regulate the practice of medicine had been the hope of New York's leading citizens. "There is no city in the world," wrote William Livingston in his *Independent Reflector* in 1753, "that abounds with so many doctors . . . the greatest part of them are mere Pretenders to a Profession of which they are entirely ignorant." New York in the 1750s had no hospital, no clinic, no medical society, and very few medical lectures to attend. A physician with a library of 50 medical books, even of the most general kind, was a rarity.

A young man became a physician by binding himself legally as a boy of 15 or 16 to an established physician, whom he served in return for instruction and maintenance. The young man was required to look after the physician's mortars, pestles, phials, sieves, bottles, and syringes; clean the amputating, cupping, and cutting instruments; keep the quill pen sharp and make the ink; pulverize barks and roots into medi-

cines; make decoctions, mixtures, blistering plasters, lotions, ointments, and extracts; and learn how to bleed, cup, pull teeth, and dress minor wounds. On top of all this—and all the long hours of night study by candlelight—he was often called upon to attend the physician's horse, see that it was groomed, fed, and watered and brought saddled to the door if the physician had to dash out to attend someone hurt by a stagecoach turning over or caught in the wheel of a gristmill. After two to seven years of this apprenticeship, the young man ventured forth as a "practitioner of physic" on his own.

There were, among these apprentices, a few who crossed the Atlantic Ocean to complete their medical educations in the universities of Europe. Some others broadened their knowledge at home by working under a succession of established physicians: one noted for treating fevers, a famous surgeon, then one respected for his ability of compounding medicines. But the majority began practice after absorbing the limited and usually one-sided knowledge of a single preceptor.

Even the educated physician was restricted in his efforts to heal the sick, though, for the medicinal properties of ergot, iodine, cinchona bark, morphia, and strychnine were not yet discovered, and the cause of most diseases, let alone the cure for them, was unknown. Rheumatism, for example, was believed to be externally caused by cold air and dampness. Fevers (then classified as remittant, malignant, yellow, chronic, or nervous) were attributed to marsh odors, decayed vegetable matter, rotting timber, stagnant water, or bad sewerage. Diphtheria was invariably diagnosed as croup and treated as such. But diagnosis was not that important anyway since calomel, jalap, rhubarb, and mercury were administered to patients for almost every malady.

By far the oldest and most common treatment—and the favorite of doctors and laymen alike—was bloodletting. To be bled, purged, given an emetic, and sweated was to many colonial males not only healthful but an act showing virility and strength. Some doctors not only believed in the general efficacy of bloodletting but also in correlating the part of the body to be bled with the disease to be treated. Thus, there were 38 places that a pa-



Samuel Bard, Class of 1763, wrote his father from medical school in Edinburgh, "I wish with all my heart . . . I might assist in founding the first medical college in America." In 1767 he did.



tient might be bled, depending on his ailment, from his foot to the jugular vein.

Numerous laymen, distrustful of the ill-trained doctors, fearful of surgeons who operated without anesthesia (except opium or whiskey), or unable to pay the doctors' fees, turned to hearsay and superstition to heal themselves. They rubbed cysts and tumors with dead toads, warded off sickness by hanging a piece of pork under the eaves of their houses, treated bruises by covering them with dung or the brains of a goat or lamb, and blew the ashes of a black cat's head into the eyes of a cataract sufferer.

When these remedies failed, they paid large sums of money to charlatans for nostrums allegedly handed down from the time of Caesar, stolen from the American Indians, or made by geniuses in the wilderness from herbs and roots. These concoctions were blatantly advertised in the newspapers of the day under such names as Daffey's Elixir, Dr. Hooper's Female Pills, Walker's Jesuit Drops, Lozenges of Tolu and Dr. Andrew's Worm Powders.

If the names of these patent medicines were fetching, the claims made for them were fanciful indeed. Robertsons' Stomachic Elixir of Health, for example, a sort of alcoholic V-S juice, was said to be good for all nervous disorders, syphilis, scurvy, as well as diseases arising from the immoderate use of tea. Another colonist, showing even greater daring, announced that Doctor Hill's Balsam was not only a healing medicine but a nourishing one that cured cholic, jaundice, and other serious afflictions as well as headaches, sore throats, coughs, and asthmas. More important, it was at all times a sovereign cure for lowness of spirits, freeing the mind to become naturally cheerful, able to "feel and enjoy itself." This was made possible because this "cordial medicine" restored that "mild and friendly balsam" upon which true health depended to the blood.

"Quacks abound like locusts in Egypt," wrote historian William Smith during these years. "This is less to be wondered at as the profession is under no kind of regulation."

The abuses continued, and the pub-

lic criticism increased, until 1760, when "An act to regulate the practice of Physick and Surgery" in the city was passed. Thereafter no one was allowed to practice medicine in New York without a license, which was to be obtained by passing an examination given by three officials chosen from a panel including the provincial council, the Supreme Court judges, the attorney general, and the mayor, aided by qualified physicians. However, though the act purported to weed out the quacks who were "endangering the Lives and Limbs of their Patients," only those entering the profession after June 10, 1760, when the act became law, were required to take the examination. This caused some doctors, like Dr. John Jones, one of the city's few university-trained physicians to withhold support of the new law, since it would license existing incompetents and cheats.

**G**RADUALLY, Dr. Jones was joined by many other leading citizens, as dis-  
appointment with the law spread in the 1760s. The quacks continued to advertise and sell with impunity, and licens-

Medical students changing classes  
*They no longer get their bodies by digging up graves*



A N  
INAUGURAL ESSAY  
ON THE  
ANTHELMINTIC QUALITY  
OF THE  
Phascolus Zuratenfis Siliqua hirsuta,  
OR  
COW-ITCH.

Submitted to the EXAMINATION of the

Rev. MYLES COOPER, L. L. D. PRESIDENT,

The GOVERNORS,

And MEDICAL PROFESSORS

OF

KING'S COLLEGE, in NEW-YORK,

For the DEGREE of DOCTOR in PHYSIC, at the  
ANNUAL COMMENCEMENT, MAY 21, 1771.

By SAMUEL KISSAM, M.B.

*Phæbe facis, novum ingredient tua Tempa Sacrodes.*

NEW-YORK:

Printed by S. INSLEE, and A. CAR, at the New,  
PRINTING-OFFICE, on BEEKMAN'S-STR.

M.DCC.LXXI.

ing was of little use when the training and educating of physicians was abysmally bad. The result was a new, serious interest in the establishment of a medical school in the city—a school with standards high enough, and graduates skillful enough to expose the pretenders and treat more effectively New York's sick and injured.

Since the only college in the area was King's College, established by royal charter from King George II in 1754, the thinking grew that the medical school could be established somehow within the College.

As Samuel Bard, Class of 1763 at the College, wrote to his father in 1762 from Edinburgh, where he was studying medicine, "I wish, with all my heart

... I might assist in founding the first medical college in America." He wanted to establish the school, he said, "in conjunction with the College."

Samuel Bard's father, Dr. John Bard, along with Dr. Peter Middleton, had in 1750 given the first anatomy lecture in America while dissecting the body of an executed criminal in New York City. The same two men had formed a medical society earlier, which also pressed for a medical school.

Though numerous persons had envisioned the establishment of a medical school in conjunction with King's College, it was not until 1763, when Dr. James Jay (the older brother of John Jay '64) returned to New York from a fund-raising trip for the College in

England, that a direct proposal was made. Sir James, as he was called on his return, having been knighted by King George III for his efforts on behalf of education in New York, wasted no time in urging the governors "to raise the College into a University by introducing the study of medicine."

Sir James, a graduate of Edinburgh, had a professional's interest in rectifying the abuses committed in the name of medicine in New York. "If you will . . . consider how much we suffer . . . from the injudiciousness of many Practitioners in Physic among us, who were never properly bred to the Profession," he wrote to the governors, "you will find that Humanity to our fellow citizens, and a due regard to the Honor and Interest of our Country unite to induce us to establish a Medical School in New York."

The governors thanked Sir James for his "Medical Scheme," but deferred action on it on the grounds that they lacked funds. They did lack money. But actually the scheme was "not relished at all," according to John Watts, one of the governors.

For one thing, the medical quacks and pretenders had created a prejudice against all doctors in the colony. As John Watts wrote to the Governor of the Colony, "We have so many already destroying his Majesty's good subjects that in the humor people are, they had rather one half were hanged than are already practicing than breed a New Swarm in addition to the old."

Also, Sir James was a Tory freshly knighted by his king, and King's College was intimately connected with the Church of England. This didn't help, since distinguished New Yorkers like William Livingston, himself a Presbyterian, were taking strong and articulate stands against the mother country in matters of trade, taxation, religion, and education. They did not want medical education, of all things, to be under the aegis of Anglican and pro-British King's College.

Thirdly, while England was demanding more revenues from the American colonies, the city's landowners, merchants, and lawyers were not especially intrigued with the idea of financing a new medical school, even if it would help preserve their health. Anyway, Sir James' proposal of 1763 was shelved.

What was needed, if the governors of the College were ever to be prodded into action, was a man of action. That man arrived in New York in September of the same year, 1763. He was an Irishman, a master of that "black art" called anatomy, and had come to America to teach it at King's College.

WHEN DR. SAMUEL CLOSSY disembarked on Murray's Wharf in New York in the fall of 1763, he was 43 years old, a jovial, rubicund man with a penchant for politics and a love for medicine. He was both university-trained and clinically experienced—a graduate of Dublin's Trinity College, a pathologist for four years, the author of



THOMAS MICHAEL GALLAGHER is a noted writer of fiction and non-fiction. He began writing as an undergraduate; his first stories appeared in the Columbia Review. At the College he was more famous though as one of the "60-minute men" on Columbia's football team, where he performed at guard. He also belonged to Alpha Delta Phi fraternity. After graduation in 1941 he worked for the U.S. Army in Iran for two years and for the U.S. Merchant Marine as a seaman for three years. His first published novel, *The Gathering Darkness* (1952), was nominated for the National Book Award. His first non-fiction book, *Fire at Sea: The Story of the Morro Castle* (1952), won the Edgar Allen Poe Non-Fiction Award. His latest novel is *Oona O* (1964), and his history of Columbia's medical school, *The Doctor's Story*, has just been published by Harcourt, Brace & World. (This article is an adaptation from early chapters in that book.) He lives on Morningside Heights with his wife.

a treatise on anatomy, and a former staff physician in Dublin's Stevens Hospital. He had come to New York highly recommended.

However, the King's College governors gave him a polite but cool reception, so Dr. Clossy did the next best thing to teaching at the College. He rented a warehouse, announced the beginning of his "Anatomical Plections" in the *New York Gazette* and proceeded to teach the subject privately. "I procured first a Female who died of an Inflammation in the Bowels (a disorder very common in this Country) and began . . . with the muscles of the lower belly . . ."

It took courage to be an anatomist in the 18th century. Despite general agreement that the study of anatomy was absolutely essential for medical men, there was widespread hostility and loathing for "dissectors." A feeling of reverence for the dead was shared by rich and poor alike, and any post-mortem dissection was considered a great indignity.

Lawmakers continually refused to authorize the use of unclaimed dead bodies for anatomical practice. This left anatomists with the choice of teaching mere theory (and sending out their students to practice on ailing live patients) or obtaining bodies illegally. The best teachers chose the latter course. In England it was done through professional body snatchers; in New York the professors usually stole the bodies themselves, although after the 1780s each student at Columbia had to furnish his own bodies to dissect. (Not until 1854, when "the Bone Bill" was passed in New York, legalizing the dissection of unclaimed dead bodies, were medical school able to halt their illegal traffic with body snatchers.)

Dr. Clossy was sufficiently impressive as a private lecturer in the warehouse that he was appointed Professor of Natural Philosophy at King's College in the fall of 1765, two years after he had arrived in the city. The professorship included a course in anatomy, the first such curriculum course to be offered in any American college. Clossy's appointment may have been spurred by the fact that another private anatomy teacher, Dr. William Shippen, Jr. was joining with a recent graduate of Edinburgh, Dr. John Morgan, to found

the first medical school in America in Philadelphia that same fall.

THEN, in 1767 it happened. Clossy had become close friends with anatomist-surgeon Peter Middleton and John Jones, the physician who refused to back the 1760 licensing law, and was sought out by two younger colleagues just back from Europe with their medical degrees, Samuel Bard and James Smith. In the spring of 1767 the five of them decided to push for the founding of a medical school within the College. Clossy himself wrote the proposal: "To rescue this beneficent Branch of learning from the obscurity which still continues to veil it in this place, and prevent for the future if possible [the] many scandalous and pernicious Abuses in the Practice . . . it is proposed . . ."

To their credit, the conservative governors accepted the proposal this time. In the least sophisticated and populous of the three leading cities, they established at King's College the only medical school in the colonies which from its inception included a full compliment of six professors, the entire range of medical courses then being taught, and a set of requirements as high and strict as those set in Edinburgh, one of Europe's best medical schools.

Unanimously, they established the following professorships: Samuel Clossy, Anatomy; Peter Middleton, Pathology and Physiology; John Jones, Surgery; James Smith, Chemistry and Materia Medica (chemicals, microscopes, drugs, etc.); Samuel Bard, Theory and Practise of Medicine; John Tennent (Princeton '58 and a medical graduate of Leyden), Midwifery.

No other colonial city at this time could have assembled a more distinguished body of men. Peter Middleton, a former surgeon general of the provincial forces against the French, was in the process of writing the first medical history to be published (1769) in America. John Jones had studied in London, Paris, and Edinburgh, and received his doctorate from the University of Rheims. His treatise, "Plain, Concise, Practical Remarks on the Treatment of Wounds and Fractures" became a crucial text during the Revolution. Smith, Tennent and Bard were





The Medical School at the Hudson River's edge  
From a room in the College into one of the world's great medical campuses

brilliant young students and promising practitioners.

Samuel Bard, the College alumnus, not only won the Botanical Prize at the University of Edinburgh but wrote a remarkable thesis on opium. Going against the prevailing opinion, he successfully argued that opium (which he administered to his roommate in return for being administered experimental doses of ammonia) was a sedative and not a stimulant. Dr. Bard went on to become one of the most eminent all-around physicians in America: the physician of George Washington; the founder of the New York Hospital and the New York Dispensary; dean of the medical faculty (1791) of Columbia College; and in 1813 president of the College of Physicians and Surgeons.

The spirit of independence then spreading through the colonies had come full circle. Just as the pot and kettle manufacturers, the fire-engine builders, and the clothing and tool makers were exhorting colonials to "buy American," so now in education could the governors of King's College tell aspiring doctors in America that they no longer needed to depend on England or Europe for their medical education.

And, here at last was the answer to New York's infestation of quacks—a group of men who would expose the mountebanks on the one hand, and whose dedication would set an example for students and doctor's apprentices on the other.

USING THEIR European alma maters as models, the six new professors, through the governors, established tough requirements for the new medi-

cal school. To be admitted as a candidate for the *bachelor's* degree in medicine, a student was required to have taken the bachelor's degree in arts or to give evidence of a knowledge of Latin and natural philosophy. To receive the B.M. degree he was required to spend three years in study (two if he had apprenticed to a reputable physician for three years) and to attend at least one complete course under each professor.

To be admitted to examination for the *doctorate* in medicine, he was required to have reached the age of 22, attended another complete course under each professor, and published and publicly defended a treatise on some medical subject.

These requirements testify to the amazingly unselfish dedication of the six professors. Their stiff requirements allowed only three students to be admitted in their first class in 1767, and the professors were paid not by the College but by the students attending their courses.

The first three medical students were Robert Tucker, Samuel Smith, and Samuel Kissam, the latter being the youngest of seven children of a farmer from Cow Neck, Long Island (now Manhasset), and the first of 19 Kissams in the medical school's 200-year history. Since both he and Tucker had been apprenticed to a reputable physician for three years before matriculating, they received their bachelor degrees in medicine two years later, during the King's College Commencement of May 16, 1769, held in Trinity Church.

One year later, in May 1770, the College awarded Tucker the first M.D.

degree in the American colonies. Kissam received his M.D. the following May, making him the second.

IN 1767, when the medical school was established, the King's College building and grounds were enclosed by a high fence bordered by linden and sycamore trees. A porter attended the front gate, which was closed at ten o'clock every evening in early fall and late spring and at nine in winter. All students were obliged to lodge and eat all their meals in the college; each student had an apartment composed of a sitting room, study, and bed chamber.

The classrooms, small, were usually contained in the apartments of the professors, who in most cases also resided in the building. The medical professors, however, lectured on the third floor in a large room above the library. The room was adjoined by a chamber, which served as a crude laboratory.

The medical professors were not exclusive about their lectures, and liberal arts undergraduates and outsiders who were sons of wealthy merchants or apprentices also sat in. Clossy charged five pounds for his two courses, plus an additional five pounds for attendance at each course's dissections, held in a warehouse nearby.

For clinical instruction, the professors took the medical students over to the Almshouse, or the Debtor's Prison, only 200 yards from the College, where the inmates were treated by the professors for a great variety of ailments.

Everything seemed within arm's reach. New York in 1767 was a small town, really.



Rosenberg '95 Broun '00 Davidson '19 Abramson '20 Josephson '20 Adler '23 Bellah '23 Ford '23 Zukofsky '23 Saffron '25

UNFINISHED BUSINESS by *James N. Rosenberg '95* is a collection of the public papers of a successful lawyer, artist and philanthropist. (Vincent Marasia, \$10.00)

CATASTROPHES OF THE EARTH by *Hugh A. Broun '00* propounds the author's theory that a world flood occurs every 5,000 to 7,000 years, when oversized polar ice caps force the earth to capsize. (Twayne, \$6.00)

A DICTIONARY OF ANGELS by *Gustav Davidson '19* is a reference book to angels fallen and otherwise, from Aupiel, tallest inhabitant of heaven, to Zapiel, "God's spy." (Free Press, \$15.00)

THE USE OF LSD IN PSYCHOTHERAPY AND ALCOHOLISM, ed. by *Dr. Harold A. Abramson '20*, reports on research with this controversial drug by doctors, scientists and psychiatrists of many nations. (Bobbs-Merrill, \$17.50)

INFIDEL IN THE TEMPLE by *Matthew Josephson '20* is a personal history of the "brilliant thirties," and of the events, persons, and cities which colored this critical decade. (Knopf, \$8.95)

THE CONDITIONS OF PHILOSOPHY by *Mortimer J. Adler '23* examines philosophy's "checked past, its present disorder, and its future promise" as a valuable and respectable branch of intellectual inquiry. (Atheneum, \$5.95)

THE JOURNAL OF COLONEL DE LANCEY by *James Warner Bellah '23* is a swashbuckler about the adventures of a British soldier of fortune, set against the background of William Walker's campaigns to conquer and unite all of Central America in the 1850s. (Chilton, \$5.95)

THE TIME OF LAUGHTER by *Corey Ford '23* is a fond glance back at the Twenties, when such legendary funny-men as W. C. Fields, Robert Benchley, and the Marx Brothers contributed to "a flowering of satire and parody and sheer nonsense." (Little, Brown, \$5.95)

"A" 1-12 by *Lou's Zukofsky '23*, written over the past 40 years, is the first half of a poem of Zukofsky's life—public and private; eventually to comprise 24 movements, and rooted in a belief that speech and music are integral and that "the words written down . . . must live, not seem merely to glance at a watch." (Doubleday, \$4.95)

THE EXISTING WORKS OF SAMUEL CLOSSY, M.D., with a Biographical Sketch by *Morris H. Saffron, M.D., '25*, is the first full-length account of the Irish immigrant physician who helped found the Medical Department at King's College in 1767. (Hafner, \$10.75)

THE EXPERIENCE OF LITERATURE by *Lionel Trilling '25* is an informative reader which includes 22 short stories, eight plays, and 22 poems, each followed by a critical essay; and an additional anthology of 250 English and American poems. (Doubleday, \$12.95)

THE EXPERIENCE OF LITERATURE: POETRY by *Lionel Trilling '25* is a paperback edition of all the poetry and commentary thereon included in the above volume. (Holt, Rinehart & Winston, \$3.95)

ALASKA: THE GREAT LAND by *James Playsted Wood '27* chronicles America's vast 49th state, which has a history wild enough to rival that of the Old West. (Mercedith, \$4.95)

BOSTON by *James Playsted Wood '27* is an indulgent portrait of the city and its inhabitants, and of the history and tradition in which they are so deeply rooted. (Seabury, \$3.95)

OF LASTING INTEREST: THE STORY OF THE READER'S DIGEST by *James Playsted Wood '27* is the revised edition of the history of the world's most widely read magazine. (Doubleday, \$5.95)

SUNSHINE: A LIFE OF WASHINGTON IRVING by *James Playsted Wood '27* is a biography of America's first international man of letters, who gave us Rip Van Winkle and Ichabod Crane. Ages 12 and up. (Pantheon, \$3.95)

MANPOWER STRATEGY FOR DEVELOPING COUNTRIES: LESSONS FROM ETHIOPIA by *Eli Ginzberg '31* and Herbert Smith employs an evaluation of available workers—past, present, and future—to set guidelines for a developing nation's policy in areas such as education, training, wage structures, and utilization. (Columbia, \$6.75)

THE MIDDLE-CLASS NEGRO IN THE WHITE MAN'S WORLD by *Eli Ginzberg '31* and Associates, based on interviews with young Negro males who have been neither economically nor emotionally deprived, attempts to find out how such Negroes see their future. (Columbia, \$5.00)

## Alumni

THE THIRTIES by *Fon W. Boardman '34* is a review of the Depression years in America, emphasizing the cultural, economic and political highlights. Ages 12 and up. (Walck, \$3.75)

COLONEL OF THE BLACK REGIMENT: THE LIFE OF THOMAS WENTWORTH HIGGINSON by *Howard N. Meyer '34* is a biography of the commander of the first freed slaves allowed to fight in the Civil War, a man who defended what he believed in, be it abolition, women's suffrage, or Emily Dickinson's poetry. (Norton, \$5.50)

R.F.K.: THE MAN WOULD BE PRESIDENT by *Ralph de Toledano '38* is a conservative's portrait of the controversial political figure who is Bobby Kennedy. (Putnam, \$6.95)

DOCUMENTARY HISTORY OF PSYCHIATRY by *Charles E. Goshen, M.D., '38* anthologizes basic writings of outstanding early psychiatrists and clinical psychologists, from Hippocrates to Freud. (Philosophical Library, \$20.00)

MYSTICS AND ZEN MASTERS by *Thomas Merton '38* is a Catholic monk's attempt to make intelligible to the Westerner that quality of awareness called mysticism, with emphasis on the Oriental tradition. (Farrar, Straus and Giroux, \$5.50)

IS ANYONE THERE? by *Isaac Asimov '39* is a collection of highly readable essays on science, ranging in title from "Blood Will Tell" to "Anatomy of a Martian," and dealing with the known, the conjectured, and science fiction. (Doubleday, \$5.95)

Trilling '25 Wood '27 Ginzberg '31 Boardman '34 Meyer '34 de Toledano '38 Goshen '38 Merton '38 Asimov '39 Green '42





Keene '42 Koppett '44 Simpson '44 Wager '44 Kelcin '48 Loomis '48 Hawes '49 Gittleman '50 Hollander '50 Lowenstein '51

# Authors

TO BROOKLYN WITH LOVE by *Gerald Green* '42, set in the Brownsville section of Brooklyn during the Depression, is a novel about the separate struggles for courage of a puny-but-bright kid and his panic-infected doctor-father. (Trident Press, \$4.95)

ESSAYS IN IDLENESS: THE TSUREZUREGUSA OF KENKO, trans. by *Donald Keene* '42, is the record of the musings of a 14th century Buddhist monk which is one of the most important classics in Japanese literature. (Columbia, \$6.50)

A THINKING MAN'S GUIDE TO BASEBALL by *Leonard Koppett* '44 entertainingly analyzes every aspect of organized baseball, myth and fact, from techniques to finances, from Casey Stengel to the hot dog vender. (E. P. Dutton, \$5.95)

AN INTRODUCTION TO POETRY by *Louis Simpson* '44 includes a glossary and several chapters about the art, technique and reading of poetry, but is mostly a collection of Simpson's favorite poems—for he believes that poetry is essentially mysterious and cannot be explained. (St. Martin's Press, \$3.95)

THE PLAYRIGHTS SPEAK, ed. by *Walter Wager* '44, contains 11 interviews, each with a biographical essay, with such important contemporary playwrights as Albee, Williams, and Durrenmatt. (Delacorte, \$6.00)

E. M. FORSTER by *Norhan Kelcin* '48 re-examines this turn-of-the-century writer and critic to show that in his search for humanistic values Forster goes beyond the concern with style and social behavior usually attributed to him. (Southern Illinois University, \$4.95)

A CRIME OF PASSION by *Stanley Loomis* '48 examines the personal, political, and cultural aspects of the premeditated but inept murder of the Duchesse de Praslin by her husband, an event which took place at the height of French Romanticism and helped ignite the Revolution of 1848. (Lippincott, \$5.95)

TO ADVANCE KNOWLEDGE by *Gene R. Hawes* '49 is a handbook on American university press publishing, past, present and future. (American University Press Services, Inc., \$1.95)

JONES VERV: THE EFFECTIVE YEARS, 1833-1840 by *Edwin Gittleman* '50 is a study of a brilliant but fanatical young poet and teacher who had considerable impact on Emerson and the other Transcendentalists. (Columbia, \$12.50)

JIGGERY-POKERY: A COMPENDIUM OF DOUBLE DACTYLS, ed. by *Anthony Hecht* & *John Hollander* '50, is a collection of witty and esoteric light verse written in a new form which requires two dactyls (of which Marcus Antonius, higgledy-piggledy, and unDostoevskian are examples) to a line. (Atheneum, \$3.95)

RACE AND THE NEWS MEDIA, ed. by *Paul L. Fisher* and *Ralph L. Lowenstein* '51, presents the views of 21 newsmen on the role and responsibility of the media regarding civil rights coverage. (Praeger, \$4.95)

AFRICA: THE POLITICS OF UNITY by *Immanuel Wallerstein* '51 interprets the major political developments and social change in Africa between 1957 and 1965. (Random House, \$4.95)

REGULATED INDUSTRIES—CASES AND MATERIALS by *William K. Jones* '52 examines government regulation of various phases of transportation, communications and power industries. (Foundation Press, \$17.00)

AESTHETICS AND CRITICISM IN ART EDUCATION, ed. by *Ralph A. Smith* '54, intended primarily for teachers, is an anthology of essays which may suggest various logical approaches to defining, explaining and evaluating works of art. (Rand McNally, \$5.50)

ONE MAN, ONE VOTE by *Calvin B. T. Lee* '55 records New York radio station WMCA's victorious fight in court for legislative reapportionment so that metropolitan dwellers would not be slighted by a rural-dominated state legislature. (Scribners, \$3.95)

THE URBAN COMMUNITY: HOUSING AND PLANNING IN THE PROGRESSIVE ERA by *Roy Lubove* '56 examines and presents source reading on urban planning movements during the turn of the century, when America was changing from a rural to an urban civilization, and suggests that urbanization might prove a good framework for examining events of the period. (Prentice-Hall, \$4.95, cloth; \$1.75, paper)

VOYAGERS IN TIME, ed. by *Robert Silverberg* '56, is a collection of 12 science fiction tales about travel into the past and future. (Meredit, \$4.95)

URBAN POLITICAL SYSTEMS: A FUNCTIONAL ANALYSIS OF METRO TORONTO by *Harold Kaplan* '57 is both a history-analysis of the federation of Toronto and 12 other municipalities formed in 1953, and an exploration of the use of the functional approach to such urban political studies. (Columbia, \$8.50)

CONTEMPORARY COMPOSERS ON CONTEMPORARY MUSIC, ed. by *Elliott Schwartz* '57 and *Barney Childs*, presents the philosophies of music of major modern composers from Debussy to John Cage. (Holt, Rinehart & Winston, \$10.00; College ed. \$7.50)

WORLD PEACE THROUGH SPACE LAW by *Jerome Morenoff* '58 proposes and discusses the legal aspects of the establishment of a United Nations-type agency to survey activities on Earth from space in order to deter any state from disrupting world order. (Michie, \$10.00)

GOING TO JERUSALEM by *Jerome Charyn* '59 is a bittersweet comic novel which follows a group of socially displaced persons—a bratty six-year-old chess prodigy, his nymphomaniac mother, his red-bearded epileptic manager, and a former Nazi chess champion—as they travel through small towns participating in chess tournaments. (Viking, \$4.95)

NABOKOV: HIS LIFE IN ART by *Andrew Field* '60, the first critical study of the complete works—Russian and English—of this productive author, is an artful treatment in which each work is a "cubist plane of a bookish portrait." (Little, Brown, \$8.95)

I SPY: ROBERT CULP & BILL COSBY, TV'S SWIFT AND SWINGING SPIES by *Edwin Goodgold* '65, described by the author as a "put-on chasing after its own tale," looks at two pop culture heroes. (Grosset & Dunlap, \$1.00)

Wallerstein '51 Jones '52 Smith '54 Lee '55 Lubove '56 Schwartz '57 Morenoff '59 Charyn '59 Field '60 Goodgold '65





JOSEPH D. FACKENTHAL '00, retired (1964) chairman of the New York Trap Rock Corporation, who was vice president of the New York Board of Education during the forties. Died October 13, 1967.

GEORGE MIDDLETON '02, who published 15 volumes of plays during his career, and whose first play, "The Cavalier" was produced on Broadway the same year he graduated from Columbia. President of the Dramatist's Guild from 1927 to 1929, he led the successful effort to guarantee equitable, standardized contracts between theatrical producers and playwrights, including those foreign authors whose works were produced in America. Died December 23, 1967.



WM. SILVERBERG  
'19



GEO. MIDDLETON  
'02

HARRY FISHER '04, Columbia basketball star who became the University's first professional basketball coach and later its graduate manager of athletics. His 10 teams (1960-1916) scored a record 101 victories, losing only 39 games. Three of his teams (1911, 1912, and 1914) won or tied for the Eastern Intercollegiate League championship. Died December 29, 1967.

PAUL WINDELS '08, New York lawyer active in several civic and regional planning groups. As City Corporation Counsel from 1934 to 1937 and one of Mayor LaGuardia's chief advisers, he saved the city more than \$50 million by wiping out condemnation and other rackets. Died December 15, 1967.

LOUIS WOLFERZ '08, professor of European Languages between 1917 and 1951 at Yenching University, Peking, China. Assigned there as a Presbyterian missionary, he became Chairman of the Department. He was detained by the Communists from 1949 to 1952, when he returned to the United States. That same year he taught at Earlham College as a John Hay Whitney Foundation Professor, one of six outstanding professors chosen to inaugurate the Whitney Humanities Program. Died September 26, 1967.

STANLEY H. RENTON '10, who retired from the Vulcanized Rubber & Plastics Company in 1960, having served as chairman of the board from 1949 to 1956 and as president for 21 years before that. Died July 30, 1967.

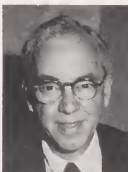
IRVING W. HADSELL '14E, president from 1959 to 1963 of the F. W. Dodge Company, now a division of McGraw-Hill, Inc. He had been with the company since 1916. Died September 10, 1967.

## DEATHS

HERMAN AXELROD '15, a sculptor and artist since his retirement six years ago as head of a firm that specialized in building apartment houses, hotels and town houses. Died September 16, 1967.

NATHANIEL G. PENDLETON '16, professional wrestler turned actor, who appeared in 94 motion pictures, including "Northwest Passage" and "Attorney for the Defense." He usually portrayed confused good guys or dumb hoods. Captain of the wrestling team at Columbia, he won a silver medal at the 1920 Olympics. Died October 11, 1967.

WILLIAM V. SILVERBERG '19, psychoanalyst and teacher, a founder of both the Association for the Advancement of Psychoanalysis (1941) and the Academy of Psychoanalysis (1956), designed to represent the full range of psychoanalytic thought in the United States. He also helped found the first psychoanalytical training program attached to a medical school, a three-year graduate course at New York Medical College, where he was a professor psychiatry until last year. Died October 10, 1967.



FRANCIS BITTER  
'24



ROBERT CULBERT  
'23

ROBERT CULBERT '23, director since its inception in 1948 of New York City's Bureau of School Health, which directs over 300 physicians who supply health services to the pupils of the city's public and parochial schools. He helped innovate a system of comprehensive health cards for each child which has become a model for health departments throughout the country. Died September 6, 1967.

FRANCIS T. BITTER '24, authority on magnetism who devised an electromagnet which could be water-cooled so that the coils would not be melted by the electrical currents passing through them, thus permitting it to sustain the highest fields of power ever attained. A member of the faculty of M.I.T. for 33 years, he helped plan the National Magnet Laboratory completed there in 1963. Died July 26, 1967.

WALTER H. MENDEL '27, vice president and head of the Equitable Life Assurance Society of the United States. A specialist in the law of finance and real property, he helped develop New York's condominium law, as well as a new method of financing involving the direct ownership and lease of railroad equipment by institutions. Died October 22, 1967.

ANTONIO A. SORIERI '28, deputy head of the New York State Department of Social Services (formerly Welfare). Died July 12, 1967.



THOS. MONAGHAN  
'31



HOWARD GERSTEL  
'60

THOMAS E. MONAGHAN '31, general counsel to Standard Oil Company of New Jersey. Active in alumni affairs, he was national alumni chairman of the Columbia University Campaign, chairman of the College Council, and a director of the School of Law, and had received several awards in recognition of his loyalty. Died October 20, 1967.

WILLIAM F. GUFFEY '33, director of labor relations for Anheuser-Busch brewers of St. Louis. He was apparently robbed and beaten to death in the Tampa motel where he was staying during a business trip. Died October 23, 1967.

AD F. REINHARDT '35, prominent-notorious practitioner and polemicist of minimal art techniques, who painted black and near-black canvases on which variations are barely perceptible, in an effort to keep his painting aesthetically pure and free of the vulgarity which he felt had infested art. In college an editor of *Jester*, the humor magazine, he was from 1943 to 1947 a political cartoonist on the newspaper *PM*. Died August 30, 1967.

JOHN H. SLATE '35, New York lawyer specializing in aviation law, and secretary and general counsel for New York Airways, Inc., which operates a helicopter service in the metropolitan area. The author of several humorous magazine articles, Mr. Slate was a member of the United States Air Fleet Advisory Group from 1954 to 1957. Died September 19, 1967.

HOWARD M. GERSTEL '60, a recipient of the Bronze Star last May, died in action of a gunshot wound while serving as a battalion surgeon in Vietnam. Died October 4, 1967.

DOV T. PORAT '65, killed in action in the Middle East conflict while serving in the Israeli army. Died June 24, 1967.

- 1898 LEWIS EINSTEIN  
December 4, 1967
- 1901 HAROLD H. JACOBS  
October 26, 1967
- 1902 STANLEY R. AVERY  
September 17, 1967  
KENNETH B. HALSTEAD  
August 14, 1967  
JOHN P. LANGS  
April, 1967  
ASA P. POTTER  
September 3, 1967  
WALTER H. POWERS  
October 21, 1967
- 1903 ALFRED DICKINSON
- 1905 EDGAR R. KRAETZER  
May 20, 1967
- 1907 HAROLD K. BELL  
June 23, 1967  
STANLEY L. RICHTER  
December 9, 1967
- 1908 WALTER W. COHN  
June 8, 1967  
ROBERT P. MARSHALL  
June 10, 1967
- 1909 ALFRED S. MOSES  
July 16, 1967  
ALFRED OGDEN  
September 15, 1967  
JEROME S. SCHAUL  
June 1, 1967  
JACK W. SCHIFFER  
July 24, 1967  
ALFRED R. SCHMID
- 1910 WALTER RINCK  
August 19, 1967
- 1911 EDGAR ALTENBURG  
August 27, 1967  
H. CLINTON HERRING  
September, 1967  
MONROE B. KUNSTLER
- 1912 WILLIAM W. FORSTER  
September 8, 1967  
GUNTHER KEIL  
May 22, 1967  
LUTHER H. KETELS  
August 28, 1967  
GEORGE K. SCRATCHLEY
- 1913 JEROME LEVY  
April 12, 1967  
ALEXANDER SLATER  
June 18, 1967
- 1914 WALTHER A. STEFEL  
June 30, 1967
- 1915 MORRIS H. KLEBAN  
October, 1967  
WILLIAM T. LAMBERT  
November 3, 1967  
H. LLEWELYN ROBERTS  
December 1, 1967
- 1916 ROGER WENSLEY  
October 21, 1967
- 1917 HAROLD A. GARDNER-STRICKLAND  
1960  
EVERETT V. SPETTIGUE  
August 26, 1967
- 1918 PAUL H. DAVIDOW  
CHARLES S. GILMAN  
June 19, 1967
- 1919 JOSEPH MILLER  
June 18, 1967  
WALTER NEALE  
August 7, 1967  
ROBERT LEE PEEK, JR.  
July 5, 1967  
HENRY W. SWEENEY  
September 1, 1967  
ROBERT E. WILSON  
November, 1967
- 1920 FREDERIC P. BENEDICT  
July 1, 1967  
SEYMOUR EDWARDS CARLL  
July 20, 1967  
ROBERT H. CROCKER  
September 9, 1967  
RICHARD A. LISH  
ARAM T. PROUDIAN  
September 9, 1967
- 1921 LOUIS E. CAROFIGLIO  
June 4, 1967  
RALPH M. FREYDBERG  
November 4, 1967  
JAMES GAETANIELLO  
July 26, 1967  
RUSSELL C. HOLSLAG  
1966  
MARCUS KAPTAI
- 1922 JOSEPH A. CATLEY  
April 7, 1967  
ALEXANDER HERMAN  
June 29, 1967  
IRA M. IRVING  
RICHARD LINCOLN  
June 5, 1967  
JESSE B. SPILLER  
August 12, 1967  
DONALD A. WILEY  
September 6, 1967
- 1923 ROBERT O. BARTHOLOW  
July 10, 1966  
HAROLD W. BETHGE  
July 24, 1967  
CHARLES G. EUSTACE  
October 19, 1967  
SANFORD C. FLINT  
July 4, 1967  
THEODORE S. SHANE  
CHARLES SILBER  
October 21, 1967
- 1924 DANIEL R. MAUE  
WALTER SIEGMEISTER  
1965
- 1925 GEORGE A. ALIANO  
HECTOR J. BATTAGLIA  
October 12, 1967  
THOMAS C. BREWER, JR.  
ALEXANDER L. CANNON  
1966  
FELIX M. LEFRACK  
July 8, 1967
- 1926 SAMUEL MCKEE, JR.  
June 30, 1967  
LEO SACHNOFF  
August 24, 1967
- 1927 RICHARD K. BLOCH  
October 4, 1967  
GEORGE H. HALBERT  
September 23, 1967  
CHARLES K. HAMILTON  
June 6, 1967  
ROBERT LAMONT  
August 16, 1967  
SYDNEY SOLOMON  
September 8, 1967
- 1928 LEONARD E. ACKERMANN  
January 2, 1968  
STUART G. CHAMBERS  
November 30, 1967  
CLARENCE K. CONARD  
May 31, 1967  
CHARLES R. COOK  
August 31, 1967  
JOSEPH F. DUTKO  
June 4, 1967
- 1929 EDWARD BRAUSE  
September 2, 1967
- 1930 WILLIAM A. BURTON  
July 29, 1967  
JAMES F. HEWITT  
HENRY J. WEIGROCKI  
August 27, 1967
- 1931 EVERT A. ANDERSON  
June, 1967  
VICTOR GROVER  
September 27, 1967
- 1932 DOUGLAS C. BAKER  
July 19, 1967  
HAROLD DREYFUS  
September, 1967  
JACOB B. HELLER  
August 8, 1967  
DAVID KEPPEL  
November 19, 1967
- 1933 JOSEPH A. PINTO  
June 7, 1967  
VALENTINE P. RADER  
July 29, 1967
- 1935 GERALD R. FERGUSON  
August 22, 1967
- 1936 FREDERICK E. DATOR  
November 6, 1967
- 1938 JOHN A. THOMPSON  
1966
- 1939 ALFONSO LOMBARDI  
BENEDICT J. MANKUS  
October 28, 1967  
R. BURROUGHS WOOD  
December 9, 1967
- 1941 ROBERT M. ALEXANDER  
January 24, 1967  
JOSEPH F. BRADY  
March 18, 1967  
FRANK B. CRIPPEN
- 1942 DOUGLAS W. COSTER  
August 6, 1967
- 1944 LOUIS E. IMPERIALE  
June, 1967
- 1946 JOHN A. BURNS  
1966  
WILLIAM K. HAAS  
August 6, 1967
- 1948 RUFUS J. HUMMEL
- 1949 LEONARD M. OSTREICHER  
June 24, 1967
- 1954 FRANK C. LUCERT  
July 31, 1967
- 1957 ANTHONY ADAMS  
April 5, 1967
- 1959 ROBERT L. LEO  
July 6, 1967
- 1964 GLENN T. MARTINY  
December 7, 1967



## Class Notes

96

Hon. George R. Beach  
167 South Mountain Avenue  
Montclair, N. J.

A long-time advocate of human rights and ecumenism, Joseph M. Proskauer, was cited by Fordham University as "one of God's own gentlemen" at a ceremony October 26 in Fordham's Lincoln Center campus building. The honorary degree was the eighth such award for Judge Proskauer. In his acceptance speech he mentioned his role in the 1928 campaign of Al Smith, first Roman Catholic to win a major party Presidential nomination.

09

Harry B. Brainerd  
601 W. 113th Street  
New York, N.Y. 10025

The second luncheon of the class 1967-68 series was held at the Columbia University Club November 15. Hugo Cohn, class treasurer, spoke and showed color slides on the trip he and his wife made recently to Thailand and Japan. An engineer by trade, Mr. Cohn is pursuing his hobby of photography with an advanced course and also a course in oil painting at Riverside Church.

12

Albert L. Siff  
150 West End Avenue  
New York, N.Y. 10023

Present at Homecoming, October 21 at Baker Field, were Roscoe Ingalls, Bert Klam, Percy

Landolt, Warner Pyne and your correspondent, all with their wives. Mr. and Mrs. Landolt and Mr. and Mrs. Ingalls were guests of Dean Dunning at the special Engineers reunion. Also in November, two class members addressed the Purveyors Club of New York City at meetings at the Blue Ribbon Restaurant on West 44th Street. Edwin Singer spoke on "College athletic recruitment today at Columbia" November 13, while Roscoe Ingalls spoke on "Investments" two weeks later.

15

Ray N. Spooner  
Laural Pine Road  
Cresco, Pa. 18326

Twelve members represented the class at Homecoming, October 21 at Baker Field, including New York City area residents Mr. and Mrs. Emil Meuser, Mr. and Mrs. Louis Mouquin, Mr. and Mrs. Paul Klingenstein, Mr. and Mrs. Alvah Esser, Arthur Jovic, Irving Millsman, Julien Neuman, also Mr. and Mrs. Sherman Bijur of Katonah, N.Y., Mr. and Mrs. Sterling Graham of Cleveland, O., Kenneth Smith of Laguna Hills, Calif., Stephen Stone of Pleasantville, N.Y., and your correspondent and his wife.

H. Llewelyn Roberts and wife visited friends and relatives in Wales, England during October, following a summer at Peconic, Long Island. (For two years Mr. Roberts was president of the Welsh Society of the United States.) Mr. Esser and wife recently returned from an extensive trip through Europe.

William Wilson spent the summer at Greenport, Long Island, Donald Greenleaf at

Standish, Me., Paul Klingenstein and wife at Center Lovell, Me., Mr. and Mrs. Edwin Jinnis at Ducks Cove, Md.

Mr. Monquin had a grandson (one of 17 grandchildren) graduated from Columbia last June, and has another grandson now attending the College.

16

Robert Cornsall  
735 W. 172nd Street  
New York, N.Y. 10032

Luncheons are being held at the Columbia University Club (4 West 43rd St.) the second Thursday of every month through May. (A class dinner is planned for the Metropolitan Club in the spring.) Nine members attended the November luncheon: Carl Funke, Sam Springarn, Bill Dewar, Mel Krulwich, Duane Everson, Felix Wormser, "Dutch" Oberender—new class president, Ward Clark—new secretary, and your correspondent.

Mr. Oberender recently returned from a hunting and fishing trip in Montana. Your correspondent received the Columbia College Lion Award (as class fund chairman) at the College Fund dinner, Nov. 1, due to the class showing of second best in last year's fund drive.

Aura Severinghaus, professor emeritus of anatomy and former associate dean at Columbia Medical School, addressed the second Pan-American Congress of Neurology at San Juan, Puerto Rico, Oct. 23.



# 17

Charles A. Hammarstrom  
18 Secor Road  
Scarsdale, N.Y. 10588

The fiftieth anniversary dinner celebration was held at New York's Carlton House last June 3. Five former class presidents were among the 78 class members who attended—including Dr. Henry G. Bullwinkel, Dr. John C. Fowler, Francis T. Henderson, Frank Michaelian, and Colonel Edward B. Towns. Following a cocktail hour, the "Seventeeners" enjoyed the dinner and a few songs by John Beals.

The first speaker was Walter Sammis, life trustee of Columbia University and president of Ohio Edison Co., who gave a brief speech of reminiscence and inspiration. The second speaker was Armand Erpf, charter member of John Jay Associates and now chairman of the Columbia College Council, who announced that the Class of '17 Dean's Fund had reached the original goal of \$100,000. He explained that a certain amount of the year-end value of the fund would be turned over annually to the Dean's Office "for solving the human problems" confronting that office.

At the brief business meeting following the dinner, your correspondent was elected permanent class president unanimously as were Harold B. Davidson (secretary), Armand Erpf (treasurer), John L. Kretzmer (engineering), and vice-presidents Harry Golembie, George J. Lewin, Porter Murphy and Charles G. Proffitt.

# 18

Alexander C. Herman  
22 E. 88th Street  
New York, N.Y. 10028

At a cocktail hour following the Oct. 21 homecoming, Lech Zuchlinski, Matt Shevlin, "Ding" Hiron and wife, Sid Mattison and wife, and Walt Adams and wife all enjoyed the festivities along with your correspondent. Irv Strouse and Jack Fairfield were at the football game, but didn't make it to the cocktail party, which was run by class president Al Redpath.

Mr. Fairfield has been appointed general chairman of the 16th Columbia Fund, following a year as chairman of John Jay Associates.

The fiftieth reunion has been set for the Arden House, on June 15-16, 1968. Arrangements are being made under the direction of 50th year gift committee chairman Ed Meagher and president Redpath.

# 19

Stanley R. Jacobs  
120 Broadway  
New York, N.Y. 10005

Twenty-seven members of the class were present at our 48th Anniversary Dinner at the Harmonie Club, Nov. 29. Vice President David B. Truman was our guest speaker for the third time and was elected an honorary member of the Class of 1919, College.

The following members were elected class officers and will serve for three years: president, Dr. Harry Wechsler; vice president, Roland Haines; secretary-treasurer, Dr. Mortimer Stammelman; historian, Stanley R. Jacobs.

Dr. Luis A. Amill has been awarded a citation of merit from the alumni association of St. Luke's Hospital for his contributions to

medicine and long years of service to the hospital. A native of Puerto Rico, Dr. Amill was graduated from Columbia Medical School in 1921 and has served St. Luke's in many capacities since then. He is a fellow of the New York Academy of Medicine.



LUIS AMILL '19  
Loyal Latin

# 21

Addison B. Bingham  
50 E. 96th Street  
New York, N.Y. 10028

Present at the Fall Reunion on Oct. 21, with assorted wives, children and friends, were Shep Alexander, Al Bachrach, Arthur Cowan, Fred Lascoff, Nick McKnight, Howard Nichols, Nat Schwartz, Lyman Stone, Bill Taylor, and your correspondent.

Jules Sheftel, chairman of the 16th Columbia College Fund, reports that plans are well under way for a successful drive.

Dr. Leonard Manheim, a specialist in the psychoanalytic approach to literature, is now a member of the University of Hartford English faculty. Dr. Manheim's wife, Eleanor, is also a new faculty member at Hartford. Both received their Ph.D. degrees from Columbia—Dr. Manheim in English Literature and Mrs. Manheim in French Literature.

Fritz J. Roethlisberger retired from the Harvard Business School faculty in November after 40 years of teaching at Harvard. His position had been Wallace Brett Donham Professor of Human Relations, emeritus.



H. MATTHEWS '22  
Castrologer



ROETHLISBERGER '21  
After 40 years

# 22

Joseph Teiger  
35 Winthrop Street  
Brooklyn, N.Y. 11225

Herbert Matthews, who served the New York Times for 45 years as a foreign correspondent and member of the editorial board, retired in September. His most notable journalistic feat was proving Fidel Castro to be alive (on the eve of the Communist Revolution) when reports from Cuba indicated that he was dead.

Carl F. Kagan, Columbia's Stevens Professor of Mechanical Engineering, has been named an honorary member of the Institut

International du Froid in Paris for his outstanding work in the field of refrigeration.

George F. Muth has been elected to membership in the Sons of the Revolution society, through descent from Revolutionary War ancestor Valentine Wightman, a naval commander.

# 23

Aaron Fishman  
418 Central Park West  
New York, N.Y. 10025

Plans proceed for the 45th anniversary reunion, set for next April and May by co-chairmen Joseph DeMarrais and George DeSola, reunion treasurer "Chick" Evans and class president "Gerry" Tonachel. The dinner dance is planned for Friday, April 26, at the Columbia University Club, with the traditional stag reunion at Loch Leck Golf and Country Club (Yorktown Heights, N.Y.) on Saturday, May 4 and Sunday, May 5. The committee plans a souvenir booklet for the celebration.

The class 45th anniversary gift to the University library, to be presented at the next Dean's Day luncheon, is "The Two Books of Francis Bacon of the Proficiencies and Advancement of Learning Divine and Humane", published in 1605. This gift, chosen with the guidance of James A. Berson, continues the class tradition of presenting rare gifts and manuscripts to Columbia.

Mr. Berson has been designated to deliver the Layton Lion awards to the family of the late Ronald G. Baughman, awarded posthumously in memory of Mr. Baughman's guidance in the manuscript gifts program as head of the special collections division of Columbia Libraries.

About 35 class members attended the Fall Reunion at Baker Field, Oct. 21.

# 25

Richmond B. Williams  
Long Lines Department  
American Telephone & Telegraph  
32 Ave. of the Americas  
New York, N.Y. 10013

The Classmate-of-the-Year Dinner, in honor of Edward B. Wallace, was held at the Columbia University Club on December 7. President Howard U. Dockerill presided and, in addition to introducing the honored guest, pointed out the attendance of two young men: Ed's namesake, a graduate of Columbia, class of 1966, and Thomas Eyston, a freshman, the newest recipient of the Class of 1925 scholarship.

Ed chose to entertain the group present—some thirty men who enjoyed the steaks traditional at this thirteenth in the series honoring outstanding members of the class—with informal reminiscence of campus days and flavorsome events of the 1920's. In his professional career, the speaker is assistant general counsel and head of the New York staff of lawyers of General Motors as well as secretary of the Corporation. But, outside of his office, Ed is far less serious than this would suggest and the dining room was constantly filled with laughter at his sallies and observations.

A feature of the occasion was a series of pictures from the 1925 *Columbian* which showed the guest and class groups—blown up sufficiently large to be inspected during the cocktail hour. A single view of Ed, greatly enlarged, occupied a gold frame above the

head of the table, suggesting a cross between Big Brother and Joseph Stalin (but far handsomer) as an adornment of the dinner program.

The reunion at Saratoga Springs last June was well attended by '25ers. There were no fixed speeches or programs but rather a casual sociability at the Gideon Putnam Hotel and at Tom Barber's farm in nearby Hundsville, N.Y.

Charles A. Flood was presented the Federation's Alumni Medal on commencement day. Mr. Flood is president of the Alumni Association of Columbia Medical School.



CHARLES FLOOD '25  
Lions' pride

26 Andrew Stewart  
c/o Royall, Kogal & Rogers  
200 Park Avenue  
New York, N.Y. 10017

Thirty class members, accompanied by their wives, attended the 41st reunion at Birch Meadow, Conn. Last June, on the estate of Calmon Ginsburg, class vice-president. Guests at the gathering included Doc Cook, a Columbia football coach in the 1930's, and Al Barabas ('36C), gridiron great of the Lions' Rose Bowl champions in 1934. Those attending included Walt Adikes, Carl Ahrens, Ken Bailey, Bob Capron, Arnold Dumey, Sal Gambino, Cal Ginsburg, Sam Goldman, Milt Hamon, Phil Holmes, Joe Johnston, Hugh Kelly, Charles Kiel, Frank Levien, Don Lockwood, Ed Lynch, Dwight Miner, Ed Nathan, Arnold Rathkopf, Bob Rowen, Herb Singer, Fred Smedley, Andy Stewart, Steve Stinson, Ed Timmerman, Win Toon, Milt Turkel, Kal Wiberg, Canio Zarilli and Sam Zerman.

William Black, chairman of the board of Chock Full 'O Nuts Corp., received an honorary degree from the College of Physicians and Surgeons Oct. 20 in Low Library, at the convocation of the medical school's bicentennial celebration.

Philip B. Holmes of Amherst, N.H., has been named chairman of the University's \$200 million campaign for his home area. Father Stephen Simms of the Episcopal Franciscans spoke on the significance of Christian unity at a prayer meeting of Catholic and Episcopal orders in Trinity Episcopal Church, Manhattan, Oct. 4.



JOHN HAAS '27  
In for life

27 John R. Haas  
433 E. 51st Street  
New York, N.Y. 10022

The fortieth reunion, held at the Wake Robin Inn in Lakeville, Conn., attracted 42 class members. A special bus, arranged by Bob Rosenberg, brought some of the members direct to the Inn from the Columbia University Club in downtown New York. The members had a choice of golf at the nearby Hotchkiss School's course and swimming in Lake Wononscopomic.

The longest trip was made by Dick Rowden, who journeyed from Naples, Fla., while Johnny Lorch came from Chicago and Norm Armitage from Spartanburg, S.C. Reunion chairman Leo Brown reported at the Saturday night banquet that the class gift of more than \$10,000 would be made to the class scholarship fund via the \$200 million University campaign. Mr. Brown explained that by this method, the reunion gift qualifies for the Ford Foundation's 25% matching gifts agreement.

The class scholarship fund, which now stands at about \$100,000, is the largest fund of its kind in the College, and its income can finance at least two undergraduates each year. In addition, the class contributed some \$27,000 to the 15th College Fund—a 50% increase over the 14th Fund effort.



WM. PETERSEN '27  
Paper work

Herman Eckert, was named to head the 16th Fund appeal, succeeding your correspondent. Rudy Kopf will serve as vice-chairman of the drive this year. Herb Jacobi gave the class treasurer's report. Micky McGuire, University trustee as is another class member, Bill Petersen, spoke on the University Capital Campaign.

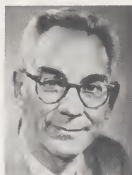
Elected for life tenure as class officers were Bob Curtiss (president), Leo Brown, Buck Eadie, George French and Johnny Lorch (vice-presidents), Herb Jacobi (treasurer) and your correspondent (secretary).

Others attending the reunion included Arthur Adelman, Carl Axelrod, Charles Chase, Sam Gruber, Jack Hawkins, Bill Heller, Zack Hirsch, Cecil Hopkins, Phil Humphrey, Embury Jones, Ted Lee, Maury Lidz, Charlie Looker, Terrill March, Si Neuman, Oliver Nicoll, Henry Packer, Percy Peck, Stan Potter, Bill Ray, Arch Sargent, Bob Schnitzer, Mike Sest, Lou Tepper, Pel Thayer, Phil Thurston, Jack Woelfel, and Fred Zomzely.

Bill Petersen was elected to the board of the West Virginia Pulp and Paper Company, it was announced Sept. 26.

28 Melvin Lyter  
Chase Manhattan Bank  
1 Chase Manhattan Plaza  
New York, N.Y. 10015

George Hammond was elected vice president of the Public Relations Society of America



R. MINDLIN '28  
First Finch

on Nov. 12. Mr. Hammond, chairman of the board of Carl Byoir & Associates, Inc., a New York City public relations firm, has also been named chairman of Fairfield County, Conn., for the University's \$200 million fund campaign.

Dr. Raymond D. Mindlin has been appointed the first James Kip Finch professor of applied science at Columbia's School of Engineering. Dr. Mindlin is renowned for his work in the mathematical theory of elasticity and its applications.

29 Berton J. Delmhurst  
115 Broadway  
New York, N.Y. 10006

The annual class dinner will be held at the Columbia University Club on Friday, Jan. 26, 1968.

Class members at the Homecoming celebration Oct. 21 at Baker Field included Arthur Arshan, Abbott Baum, Joe Burns, Horace Davenport, Jack Fiske, Art Hill, Charlie Jarnon, Doc Kearny, Art Lynch, Joe Rhodie, Chuck Rousselot, Ivy Sarot, Sam Walker, and your correspondent. Most were accompanied by wives and children at the gathering.

Dr. John F. Connell has been appointed to the medical staff of the New York Fire Department. Another '29 member, Dr. Biagio Battaglia, is second in command on the medical staff.

P. L. Griffith has been elected president and chief executive officer of James King & Son, a New York City construction firm.



A. WIKLER '30  
Help for addicts

30 Henry S. Gleisten  
2101 Voorhies Avenue  
Brooklyn, N.Y. 11235

Eduard Baruch is president of the Heli-Coil Corporation, which sells everything from a patented type of lock nut to products for communications, aircraft, aerospace and industrial applications. The corporation has grown in 10 years to include three divisions and two subsidiaries. Baruch is a director of the Danbury (Conn.) Hospital, and a member of the New England Council, which advises governors of the New England states on problems of the region.

Dr. Abraham Wikler of Lexington, Ky., received the 1967 Alumni Medallion for Distinguished Service to American Medicine of the State University of New York Downstate Medical Center. He is professor of psychiatry and psychopharmacology at the University of Kentucky College of Medicine, and was honored with the award for his pioneering work in the area of drug addiction in general and morphine addiction in particular.

## 31 Bernard Ireland 83 Park Terrace West New York, N.Y. 10034

David U. Snyder has been elected vice president of Hill and Knowlton, Inc., a public relations counseling firm in New York. He will continue to carry out major international client responsibilities. Dr. Theodore Lidz, a leading authority on the study and treatment of schizophrenia, has been appointed chairman of the department of psychiatry at the Yale School of Medicine. Dr. Lidz is noted for his research on the family environment of schizophrenic patients as well as on psychosomatic disorders.



T. LIDZ '31  
Head doctor

## 32 John W. Balquist Dept. of Physical Education University Hall Columbia University New York, N.Y. 10027

Lem Jones, president of Lem Jones Associates, announces that he is a public relations consultant to the Eisenhower College, Seneca, N.Y., in addition to his corporate and financial public relations work. Henry J. Goldschmidt and Del Zucker have formed a partnership for the general practice of law in New York. Mr. Goldschmidt is chairman of the board of directors of the Columbia College 16th Annual Fund, making him the third member of the Class of '32 to serve in this capacity (the other two are John L. McDowell and Gavin K. MacBain).

## 34 Sanford L. Schamus 777 West End Avenue New York, N.Y. 10025

News is sparse, since all my classmates are evidently too sophisticated (or something) to send me news items. Worth mentioning, however, is the fact that David L. Margolis has been named campaign chairman for the Mt. Vernon, N.Y., area in the University's nationwide program to raise \$200 million in capital funds for Columbia in three years. And Philip Roen writes that his book, *Atlas of Urologic Surgery*, published by Appleton-Century-Crofts, is in its second edition. Dr. Roen is in the private practice of urology,

and is also assistant professor of urology at New York Medical College and director of urology at St. Barnabas Hospital, New York City.



S. McCALLUM '35  
Publicizing  
advertising

## 35 Gerald Ferguson 200 East 16th Street New York, N.Y. 10003

Alton L. Blakeslee, science writer for the Associated Press, won the 1967 American Dental Association Science Writer Award in the newspaper division for his two-part series on advances in dental research. Arthur Rothstein, *Look* magazine's technical director of photography and lecturer in Journalism at Columbia, received the Joseph A. Sprague Memorial Award, one of the highest honors in photojournalism.

Jack M. Doyle Advertising, Inc., Louisville, Ky., has appointed Stephen E. McCallum head of its newly established public relations department.

## 36 Alfred J. Barabas 812 Avenue C Bayonne, N.J.

Dr. Julian Schuinger, co-recipient of the Nobel Prize in physics in 1965, has been appointed to the faculty of New York State University at Stony Brook. Prof. Joseph H. Greenberg of the Stanford University department of anthropology received the 1967 Haile Selassie award for African research in ceremonies at Addis Ababa, Ethiopia, Oct. 12. The award consists of \$16,000 together with a gold medal and diploma and was presented personally by Emperor Selassie. Prof. Greenberg has analyzed more than 700 different African languages and developed a classification system for them which is now recognized as the standard work of its kind. He directs the African Language and Area Center at Stanford and is chairman of the University's Committee on African Studies.



J. GREENBERG '36  
Honored bwana

Joe Coviello, who doubles as principal and football coach at North Bergen (N.J.) High

School, had a county championship team this year. The team's final record: eight wins, one loss. Daniel F. Crouley has been named chairman for Hastings, Ardsley and Dobbs Ferry, N.Y., in the Columbia University Campaign, a program to raise a record \$200 million in capital funds for Columbia in three years.

## 37 Murray T. Bloom 40 Hemlock Drive Kings Point, N.Y. 11024

Dr. Charles Frankel has resigned as Assistant Secretary of State for Educational and Cultural Affairs and is expected to return in the fall to Columbia, where he taught philosophy before going to Washington in August 1965.

Wilbert B. Hanft was elected vice president of Sapolin Paints, Inc., in charge of advertising and public relations. Dr. Irving L. Left is chief of the general medicine section at the Veterans Administration Hospital, Buffalo.



R. COLLIGAN '38  
Colorful career

## 38 Edward W. Kloth, M.D. 7 East 81st Street New York, N.Y. 10028

The class will observe its thirtieth anniversary with two events. The annual class luncheon will be held on Dean's Day, Saturday, Feb. 10. There will also be a weekend reunion June 21-23 at the Wake Robin Inn, Lakeville, Conn.

Richard V. Colligan has been named president of Freeport Kaolin Company, a division of Freeport Sulphur Company. Freeport Kaolin operates clay mine properties and processing plants near Macon, Ga., and produces quality coatings and pigments. William A. Hance, director of Economic Geography at Columbia, delivered the Presidential Address on "Population and Poverty in Africa" at the 10th annual meeting of the African Studies Association in New York, Nov. 3.

## 40 Donald Kursch 69 Meadowbrook Road Syosset, N.Y.

Columbia's Homecoming was a most fulfilling day. The attractive picnic area, bordering on the northernmost part of Manhattan Island, and the beautiful day were especially conducive to pre-game eating, drinking and meeting-old-classes conviviality. The game contributed a pleasant added attraction if one were not disposed to unrealistic optimism.

Good to see Dave Seifer after too long an absence. He's with Hughes Aircraft Research Laboratories at Malibu, Calif. He coasted in with Howie West, whose next stop is Europe.



Dick Demmerle showed up with the title of director of promotion and advertising for General Aniline and Film Corporation, just as Russ Tandy was exuberantly discussing the possibility of his son entering Columbia with Bob Lenehan, Hector Dowd, and Seymour Hecht. Seeing all these guys together sort of reminded one of the penny-pinching days on Van Am Quad.

Eugene Koloski is still big enough to co-swear the crew (his fellow medico, Howard Baldini, whom he claims to have towered over, was not present to complete). He quietly expressed hopeful enthusiasm during the first quarter. . . before Yale got the ball! He and his M.D. brothers are covering the physicians' market in Poughkeepsie, N.Y.

We received notice that Dr. Harry Schwartz, a recognized specialist on Soviet Affairs, has been appointed University Professor at the College of New Paltz (a New York State University institution). He is serving on a part-time basis, teaching one course on Soviet affairs each quarter, and also lectures at other State University campuses, while continuing his responsibilities with *The New York Times* as a reporter and member of the paper's editorial board.

Robert Lubar, Mark Senigo, Bob Lenehan and I attended the Columbia College Fund Kickoff . . . much impressed by Harry Coleman's facts and figures relating to direct help students get from the Fund, we volunteered to help Mark if he chaired '40's Fund for another year. Hope you will, too!

# 41

Thomas J. Kupper  
2 Merry Lane  
Greenwich, Conn.

Richard J. Perry has been appointed assistant to the academic vice president at the University of Detroit. R. Semmes Clarke has been promoted to Eastern regional sales manager for the Chemical Division of Hoffman-La Roche Inc. Based in Nutley, N.J., he will have responsibility for all Eastern territories from Canada to the Gulf of Mexico. New York's Mayor Lindsay appointed Charles H. Cohen to serve as a Civil Court judge of the Queens County branch until the end of 1967, to succeed a judge who died in office.



RICHARD PERRY '41  
Man about Motown



R. S. CLARKE '41  
East-oriented

# 42

Ernest S. Black  
193 Brewster Road  
Scarsdale, N.Y. 10583

The class of 1942 celebrated its 25th reunion with a two-day program over the Homecoming weekend. Some 40 classmates and their wives attended. The anniversary was kicked

off Friday night, Oct. 20, with a cocktail party at Ferris Booth Hall. Saturday, of course, was The Game—with our group scoring the second highest attendance (105, according to Morris Watkins). As is probably well-known, Ed Kalaidjian, president of '42, was also chairman of the entire weekend.

We drowned our sorrows Saturday night at a gala buffet dinner-dance at the Americana Hotel. Exceptional arrangements by Mort Weber, chairman, made the delightful event even more memorable. Other members of the reunion committee who made the reunion chairman's task immeasurably lighter were Bob Kaufman, Bill Levinson, Hal Wehmann, and, of course, President Kalaidjian. Our dinner was honored by the presence of Vice President and Mrs. David Truman.

Latest scoops: David P. Harrison was recently appointed assistant director in the market research division of Dan River Mills, New York; Martin Tolocot has become director of the Behavioral Analyses Division of the Center for Naval Analyses, Arlington, Va.; Bernard E. Small, D.D.S., is practicing dentistry in Palisade, N.J. Don Mankiewicz, who as Democratic delegate-at-large to the Constitutional Convention helped draft New York's ill-fated revised constitution, is also author of a more successful venture, the new TV show "Ironside."

# 43

Connie S. Maniatty  
60 Wall Street  
New York, N.Y. 10005

The class of '43 has set a record! A total of 274 classmates turned out for the Homecoming reunion on Oct. 21, the largest attendance in the history of the College. We enjoyed a cocktail and luncheon party given by the Dean before the game, then afterwards adjourned to the Gould Boat House for cocktails.

Reginald G. Damerell has a book scheduled for publication on Jan. 28 by William Morrow & Co., entitled *Triumph in a White Suburb*. Reg recently joined Grey Advertising as a creative supervisor. Dr. Victor G. Miller, a specialist in photogeology, has joined the faculty of Indiana State University, Terre Haute, as professor of geology and geography.

Make a note: our 25th reunion will be held the weekend of June 21-23 at Arden House. Hope to see you there.

# 44

Walter Wager  
315 Central Park West  
New York, N.Y. 10025

Several members of the class have recently published books—see the "Alumni Authors" section. Ted Hoffman, head of theatre arts at New York University's booming School of the Arts, is now doing radio reviews for local station WINS.

# 45

John M. Khoury  
9 Huguenot Court  
Tenafly, N.J.

Feodor Sawa Kovalchuk has received his M.A. in Slavic and East European Languages from Western Reserve University, Cleveland.

# 46

Ira Millstein  
3 Douglas Circle  
Rye, New York

Fritz R. Stern has been named Seth Low Professor of History at Columbia, where he teaches a graduate seminar and a Contemporary Civilization course, "The Culture and Politics of Europe Since 1890." Dr. Paul A. Marks, Columbia professor of Medicine, has been elected editor of the *Journal of Clinical Investigation*, official publication of the American Society for Clinical Investigation.



G. MOLLO '47  
Plastic ally



A. STEINBERG '47  
Programmed success

# 47

Frank Iaquina  
30 West 60th Street  
New York, N.Y. 10023

Alan W. Steinberg has been elected to the board of directors of TBS Computer Centers Corporation, one of New York's largest independent computer service bureaus. He will continue as vice president of TBS. George J. Mollo has been appointed a vice president in the Plastics Division of Allied Chemical Corporation, where he will be responsible for financial affairs, operations services and sales services. D. John Heyman has been named chairman for the Armonk, N.Y., area in the Columbia University Campaign to raise \$200 million in capital funds for Columbia in three years.

# 48

Dave Schraffenberger  
26 Quaker Road  
Short Hills, N.J.

The class walked off with not one, but two Lion Awards at the recent College Fund Kick-Off Dinner. The first went to class chairman George Vogel, the other to John Steeves for distinguished service in the John Jay program. Ben Cutrone will head the class fund committee for the coming campaign.

Vogel also heads the slate of nominations for class officers reported by the nominating committee, in anticipation of elections in the spring. Other nominees are George McKay for the position of secretary, Dave Schraffenberger for treasurer, Bob Clayton for 1st vice president, and Joe Dayton for 2nd vice president.

Cullen Keough is assistant regional director of the U.S. Department of Labor in Chicago, with frequent excursions to Minneapolis, Detroit, and Cleveland. Bob Herman is president of Dependable Cork Co., Inc., of Morris-town, N.J.

Gregory Zec reports that he is a senior economist, attached to the president's office, at Olin Mathieson Chemical Corp., New York. Norm Eliasson is currently Defense

Department representative assigned to the State Department Seminar in Foreign Policy. Jeremiah Buckley is executive director of Citizens for Educational Freedom.

Edward D. McCamy has been appointed an assistant professor in the Department of English and Humanities at State University Agricultural and Technical College at Alfred, N.Y. Norman Kelein is teaching English at the City College of New York, Twenty-third Street Branch.

# 49

William J. Lubie  
60 East 42nd Street  
New York, N.Y. 10017

Marine Major Willem Van Hemert is taking the 10-month regular course at the Army Command and General Staff College, Ft. Leavenworth, Kansas. Frederic S. Berman heads one of the three main departments of New York City's Housing and Development Administration, the first agency to be created in Mayor Lindsay's reorganization of the city government. He is responsible for rent and housing maintenance.

# 50

Al Schmitt  
61 Hill Street  
Belleville, N.J. 07109

Where are they now? Jack Noonan, for one, is with the Newark, New Jersey law firm of Simon, Jaffe, Denstman & Noonan. Until September he was also an assistant prosecutor in Essex County, N.J., and received nationwide acclaim for his successful prosecution of the Monique Von Cleef case involving the use of punitive devices for perjury purposes.

Among the educators, George Fisher is teaching in White Plains, John Aron is department professor of chemistry at City College, and Louis Simpson is professor of literature at Yale.

Alfred Schroeder is secretary-treasurer of Promedia Associates in New York. Tony Megna, owner of the Anthony Company, has the Florida franchise for the distribution of Marknall Staples. Gerry Cooney is director of meat sales for the Liberal Markets in Dayton, Ohio, while Al Perry-Miller is in Cleveland as an account executive with Top Value Enterprises.

Overseas, Dave Goodman is doing research in Quito, Ecuador—although it's not exactly clear what he's researching. And from Germany comes word that Joe White is acting controller of Rheinkalte, a subsidiary of American Standard. John Usher is with AID in Vietnam.

William Thordarson is in Denver as a hydrologist for the U.S. Geological Survey. Living in Norman, Okla., Ed Kessler is a director for the National Severe Storm Lab. Ted Karchuta is a marketing research analyst for the Union Camp Corp. He received his M.B.A. from Rutgers last May.

Bob Kuhne is a systems and procedures technician for LIVE, Inc., in Huntington, Indiana. Paul McCoy, who founded EMCEE Industries three years ago, now has a southern subsidiary, Emcee Florida Chemical Co. Don Ross, a process engineer for M.W. Kellogg, is currently involved in the process design for the world's largest phenol plant. Alex MacDonald left Allied Chemical Corp. to study theology at Virginia Theological Seminary. He hopes to be ordained next June.

Roger B. Etherington is administrative vice president of the Montclair, (N.J.) National

Bank and Trust Co. He was recently appointed to the board of trustees of Montclair State College's Development Fund, which provides the school with travel grants, lectures, concerts, etc. Newton O. Cattell is director of community relations for The Pennsylvania State University. This involves keeping up with Federal legislation of interest to the university and maintaining contact with the Pennsylvania representatives in the House, as well as participation in special projects in local communities.



J. NOONAN '50  
Legal whip



W. GRUBMAN '50  
Stiff job

In the New York area, John Hart is practicing law in Patchogue, L.I. Clothier Bud Kassel, a partner in Kassel Bros. and president of Kassel-McManus, is active in secondary school recruitment in the Middletown, N.Y. area. Elmer Kubic is president of the Computer Usage Co., in Mt. Kisco, N.Y. Milton Levine, M.D., F.A.C.P., practices in Valley Stream, L.I. Wallace K. Grubman has been made special assistant to the executive vice president for manufacturing of National Starch and Chemical Corporation.

Class business: The nominating committee's slate weathered a heavy flow of write-in votes generated by diverging opinions on many national issues. As a result our new class officers are: John W. Dimmick, president; Warner Pyme, vice president; Alois E. Schmitt, Jr., secretary-treasurer; Jerome Kuge, John T. Nelson, Mario Palmieri, Walter Smith, Roberto E. Socas, and Ricardo C. Yarwood, trustees.



T. POWERS '51  
Work of friction



A. WAGNER '51  
Medium & message

# 51

George C. Keller  
Columbia College Today  
400 West 118th Street  
New York, N.Y. 10027

Two former Columbia Players have been appointed vice presidents by CBS. Willard Block is now Vice President, International Sales, CBS Films, Inc., and Alan Wagner has been made Vice President, Program De-

velopment for the CBS Television Network.

In the groves of Academe: Ralph L. Louenstein, who received his Ph.D. from the University of Missouri last summer, has joined the faculty at Tel Aviv University as visiting professor and head of journalistic studies. During his two-year stay in Israel, he will design an undergraduate and graduate curriculum in journalism at the university. Dr. Kenneth L. Shick, who was awarded a National Science Foundation/NATO fellowship for study in a NATO nation, has been at Leiden School of Medicine in The Netherlands since October, studying fluctuation phenomena in biological membranes. By now he has probably returned to Union College, Schenectady, N.Y., where he is associate professor of physics. Douglas Fraser, associate professor of Art History at Columbia, presented "A Survey of the Art of the African Negro" as first speaker in a lecture series started recently by the Harlem-Morningside Committee on the African Heritage.

John A. Cervieri, Jr., sent us an announcement of the formation of Capital for Real Estate, a New York company for national investment in real estate. James A. Williams has been made an account executive, specializing in health and beauty aids, food and paper products, with Mutual Transit Advertising, Chicago.



MAJ. MAURICE E. SEAVER '51  
Our hero

Major Maurice E. Seaver, USAF, has been awarded the Silver Star for heroism as an F-105 Thunderchief pilot on fighter-bomber missions over North Vietnam. Thomas E. Powers has been appointed commodity manager of friction products for the Thermoid Division of the H.K. Porter Company in Pittsburgh. He is responsible for friction marketing operations of four plants.

# 52

Robert N. Landes  
250 Park Avenue  
New York, N.Y. 10017

Richard H. Broun has joined the Department of Housing and Urban Development, in Washington, D.C., as acting deputy director of the Division of Metropolitan Area Analysis. During the past year he was a lecturer in urban planning at the University of Bridgeport, Conn., while acting as director of the community renewal program for Stamford, Conn. Stanley Garrett, president of the Class of 1952, has recently become a partner in the law firm of Mermelstein, Burns & Lesser, N.Y.

Ted Diamond has resigned as counsel to the New York City Parks Department to become treasurer and counsel to The National Citizens' Committee for Public Television, New York. Richard C. Wald has been named

vice president of Whitcom, Inc., a newly organized corporation whose major holdings include *Parade* magazine, *Interior Design* and *Harvest Years*, as well as an interest in *International Herald Tribune*.

Amidst our nation's memorabilia, Frederic M. Philips carries out his new duties as director of the Office of Public Affairs of the Smithsonian Institution, Washington, D.C.

**53** Fred Ronai  
J. Walter Thompson Co.  
420 Lexington Avenue  
New York, N.Y. 10017

Architect Charles Edwin Thomsen has been made special assistant for design policy in the Renewal Assistance Administration of the U.S. Department of Housing and Urban Development. He is concerned with improving urban design in the Administration's programs and with encouraging the use of works of art in urban renewal projects. The Thomsen family is living near Washington in the much-publicized planned community of Reston, Va.



FRED RONAI '53  
Ad-in

We came across a faculty profile on Aristide Zolberg in the alumni bulletin of The University of Chicago, where he is what he describes as "a social scientist dealing in politics," specializing in African studies. L.J. Perenyi has been made marketing manager for Republic Operations, a Chicago-based part of the Process Instruments Division of Beckman Instruments, Inc.

Fred G. Ronai was recently elected a vice president in the New York office of J. Walter Thompson. He is an account supervisor for that advertising company.

**54** Bernd Brecher  
Hamilton College  
Clinton, N.Y. 13323

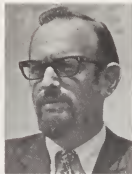
I. William Berry has become managing editor of *Education News*, a new bi-weekly professional magazine being published by Cowles Communications, Inc. The former chief of the copydesk of the late N.Y. *Herald Tribune*, he had been the editor-in-chief of the *Troy (Ohio) Daily News* and managing editor of a New Jersey paper, *Wayne Today*, before taking his present job.

John J. Pepas is now marketing adviser to the Operations Department in Humble Oil & Refining Company's headquarters in Houston, Texas. Dr. William W. May has been appointed assistant professor of the Sociology of Religion and associate chaplain at the University of Southern California.

Fred Ripin is a certified school psychologist now in private practice in Westbury, Long Island. Bernd Brecher has been named vice president for resources and development for Hamilton and Kirkland Colleges, Clinton, N.Y. His office encompasses all fund-raising activities for both colleges, as well as public relations and alumni publications and other "public-oriented" services.



B. BRECHER '54  
V.P. for R&D



WM. BERRY '54  
Education is news

**55** Elliott Manning  
Cleary, Gottlieb, Steen  
& Hamilton  
52 Wall Street  
New York, N.Y. 10005

Calvin B. T. Lee is with the Department of Health, Education, and Welfare, Office of Education, engaged in a program concerned with strengthening developing institutions of higher education. He reports that he is enjoying it thoroughly. Seymour M. Zitan has been made manager of technical and business systems in the corporate systems and data processing department of Xerox Corporation.

Gordon Kaye, assistant professor of Surgical Pathology and director of the F. Higginson Cabot Laboratory at Columbia's College of Physicians and Surgeons, was the first lecturer in an Honors series at New York University medical school late in October. He spoke on "Morphology and Fluid Transport."



S. ZIVAN '55  
Copy cat



D. ELDRIDGE '57  
Amity award

**57** Henry Marksberry  
65 Eckerson Road  
Harrington Park, N.J. 07640

The first director of the Bergen County (N.J.) Health Department, Dr. Ira Lubell, made a month-long tour of the Soviet Union last summer to observe public health practices in that country. The trip was made as part of the cultural exchange agreement between the United States and Russia. Lt.-Commander Paul S. Frommer, USN, is serving in Vietnam as plans officer for the commander of a river flotilla in the Mekong Delta.

Douglas Eldridge received a public service citation on Oct. 26 from the Newark, N.J., branch of the National Association for the Advancement of Colored People at its annual Freedom Fund dinner in Newark, and an amity award from the New Jersey region of the American Jewish Congress on Nov. 5 at its biennial convention in West Orange. He has been a reporter at *The Newark News* since 1957, and specializes in racial and social issues.

Laurence B. Orloff is a partner in the Newark law firm of Greene & Orloff, and is on the editorial board of the *Jewish News* in Newark. John W. Holmes is now in his third year as a State Department officer at the U.S. Embassy in Saigon. Bruce R. Buckley is editor of the *Chelsea-Clinton News*, a Manhattan weekly newspaper. Bob Lipsitz now writes the N.Y. *Times* "Sports of the Times" column three days a week.

**58** Barry Dickman  
Room 2650  
120 Broadway  
New York, N.Y. 10005

Jerome Morenoff is a senior associate for the Management Control Systems Division, Planning Research Corporation, Washington, D.C. He is the first "official" space lawyer in the U.S., having received the first Doctorate in Space Law in 1965, from George Washington University. He holds degrees in math and electrical engineering, as well as law. He is combining these different areas in his job, participating in studies pertaining to such things as the legal aspects of cybernetics as related to current space programs.

Frederick Jay Glazer is now director of the Chesapeake (Va.) public library. The doctor aboard the *Liberty*, the U.S. radar-communications ship which was attacked by Israeli forces last summer, was Lt. Richard F. Kiefer. Excerpted from a letter he wrote to his parents, citing the courage of the ship's crew, were published in New York's *Daily News*. A portion: "I'll be proud the rest of my life of our Navy's sailors. The wounded helped the worse wounded, and even the badly wounded insisted I first try to help the men who were dying." Dr. (Capt.) Robert Dianni is practicing as a surgeon with the Military Airlift Command at Dover AFB, Del.

**59** Jack Kahn  
555 McLean Avenue  
Yonkers, N.Y.

Bob I. Eisenstein is an assistant professor of physics at the University of Illinois, Urbana. From 1964 until last September he was a research fellow at Harvard. Robert R. Brookhart, formerly assistant director of Columbia College admissions, has become assistant dean of the Graduate Faculties. Erwin A. Glicker is now serving as assistant dean of the College, after one year as assistant director of college admissions. Martin P. Geller is serving as a captain in the Air Force. He is on duty as a psychiatrist with the Air Training Command at Sheppard AFB, Tex.

**60** Louis Minotti  
1180 Raymond Blvd.  
Newark, N.J.

Prof. William R. Bishin has initiated a new course at the University of Southern California



nia's Law Center, entitled "Law, Language and Ethics." He says the purpose of the course is to aid the development of honestly critical law students who are more intellectually sophisticated.

61

Charles Johnson  
220 West First Street  
Corning, N.Y. 14830

Richard Rapps, a lieutenant in the U.S. Navy Reserve, is a law specialist for the Navy and an assistant professor of law and insurance at Georgia State College. Michael Kahn directed the production of "Merchant of Venice" at the Shakespeare festival last summer in Stratford, Conn. Dr. George H. Greenberg, an Air Force captain, has completed a course in aerospace medicine at Sheppard AFB, Tex., and is assigned to the hospital at Otis AFB, Mass., as medical officer. James F. Brymer, also a doctor serving as a captain in the Air Force, has been assigned to Grand Forks AirF, N.D., to practice as a physician with the Strategic Air Command.



H. GOLDSCHMID '62  
Manhattan attorney

62

Michael Stone  
62 Rockledge Road  
Hartsdale, N.Y. 10530

Neilson Abeel (married) is a real estate broker in Manhattan. Dr. Robert Adler (married) is a senior assistant surgeon in the Department of Indian Affairs, treating Shoshone and Barrock Indians in Idaho. John Alexander, MA and PhD Columbia, is a post-doctoral research associate at Ohio State University. Paul Alter, Cornell Law, is a corporate and real estate attorney. Bernard Balick (married) is a lawyer in Wilmington, Del. David Barkin, MA and PhD Yale, is an assistant professor of economics and education at Washington University in St. Louis, Mo. Last summer he was a visiting professor at El Colegio de Mexico.

Capt. Alan Barnes, having interned at Baltimore City Hospital, is an Air Force medical officer. Howard Bechefsky (married and father of two) has joined a law firm in San Diego, Calif., after two years in the office of that state's attorney general. Dr. Stephen Bell, a resident in surgery at Denver's Colorado Medical Center, spent four months on a fellowship in Edinburgh, Scotland, studying rheumatic diseases. Lee Black (married and two sons) is a history teacher and football coach in Manlius, N.Y. Russ Black is a social studies teacher at Brooklyn's Wingate HS and a professional photographer.

Stephen Blitz (married), Stanford Law, is an attorney with a Los Angeles firm. Ira Bloomgarden (married) is teaching English at CCNY's John Jay College, where the department chairman is former Columbia asso-

ciate dean Robert Pinckert. Stephen Berkman is working with a new audio-visual communications firm in New York City. Stephen Boris (married) is a resident in pediatrics at Jacobi Hospital in the Bronx. Charles Bouers (married and a son), Columbia Law, is in private practice in Ambridge, Pa. Don Briscoe is an actor in Los Angeles. Dr. David Brothers (married) is a resident in ophthalmology at New York's Downstate Medical Center. James Bruni, MA and EDD Teachers College, is an assistant professor at Hunter College. His doctoral project was a comparison of "new math" development in the U.S. and Italy.

James Calkin (married and two daughters) is a sales representative for Sherwin Williams Co. container division in Anaheim, Calif. He recently served an 11-month tour of duty in Viet Nam as a Marine Corps battalion adjutant. Bill Campbell, class secretary, was offensive line coach for the varsity football team until he received resignation. Joel Carey and family reside in Lynn, Mass., where he is founder and president of the Antique Collectors Club of America and the Independent Antique Dealers of America. Fred Casler, a PhD candidate at NYU, is a classics instructor at the University of Connecticut. Victor Cassidy works in Chicago for Motorola's two-way radio competitive bids department. David Cohen (married) is a construction engineer in Boston, having completed two years of Arctic and Antarctic duty with the Navy.

Perrin Cohen and wife both received Ph.D's in psychology at Columbia, and he is now a postdoctoral fellow at Penn. Stephen Cole, PhD Columbia, is an assistant professor of sociology at Penn. Dr. Paul Cooper is a resident in surgery at University Hospital in Cleveland, engaged to John Freidlin's sister Leslie. John is a doctoral candidate in American Studies at Yale. David Crabtree (married) is a producer with D'Arcy Advertising in St. Louis. James Cummins is in Woodstock, N.Y., with the Norton-Howe Galleries. Salim Dallah is director of market research and branch planning for the First National Bank of New York. Lawrence Devore (married and two sons) is a fourth-year student at Tufts Dental School. Bob Dickstein (married and two daughters) is an attorney with a firm in Paterson, N.J. Bob Ehrlich is in advanced physics studies at Rutgers. Dr. Jerry Engelberg (married and a daughter) is a resident in neurosurgery at the Mayo Clinic. Paul Lebovitz is a resident in psychiatry at the University of Minnesota. Richard Evans is commander of a minuteman missile launch crew for the Air Force in Great Falls, Mont.

Cora Feleketsky, working on a PhD at Princeton, is a visiting assistant professor of economics at Cornell. Mark Feldman (married), Columbia Law, is an assistant attorney general of New York State, specializing in anti-trust enforcement, and is director of New York County Republican Volunteers. Howard Felperin, MA and PhD Harvard, is assistant professor of English at Yale. Dr. Sam Fenchel is on the Coast Guard cutter Duane for the U.S. Public Health Service. Doug Ferguson (married) is a security analyst with Heritage Securities in New York City. Alexander Firestone, PhD, is a postdoctoral research physicist at the University of California's Lawrence Radiation Lab at Berkeley. Dr. William D. Fischbein has been named an assistant professor in the physics department of the College of Engineering and Science at Carnegie-Mellon University. Jim Fishman (married) is an advertising representative for Playboy Magazine in New York City and chairman of the class fund drive. Dr. Sylvain Fribourg is an epidemic intelligence service officer in Chicago for the Public Health Service's Na-

tional Communicable Disease Center. Frank Friedman (married and a daughter) is an attorney with the Department of Justice, and lives in Reston, Va.



J. GOLEMBE '62  
Academic

David Garfield is currently appearing as Motel the Tailor in the Broadway production of "Fiddler on the Roof". Lawrence Gaston (married and a son) is in private law practice in Indianapolis. Arthur Garfunkel is best known as half of the popular singing duo "Simon and Garfunkel". Antonio Gebauer (married) works for Morgan Guaranty Trust, specializing in Latin America and international banking. He also teaches a course in capital markets for Brazilian students at the Spanish Institute. Dr. Robert Gedachian (married) is a resident in pediatrics at the Long Island Jewish Hospital. Tilt Gentilien is a supervisor of media research for Colgate-Palmolive. Dr. Herb Gerstein (married and a son) is a resident at Bellevue Hospital in New York City. Dr. Frank Giargiana is an Air Force medical corps captain in North Carolina.

Zvi Gitelman is an associate in the government department at Columbia College and a junior fellow at Columbia's Research Institute on Communist Affairs. Dr. Paul Citman (married and two daughters) is a medical resident at University Hospital in Boston. Victor Gadin, S.M. from school of management at MIT, is a doctoral candidate at Harvard Business School. Harvey Goldschmid, Columbia Law and second vice-president of the class, is an attorney in New York City. Lt. j.g. John Golembe is teaching American government at the U.S. Naval Academy, recently returned from a tour of duty aboard the USS Cocoon County in Viet Nam's Mekong Delta. Lt. Pete Russell received the distinguished flying cross for engaging four MIGs in an Air Force Skyraider while on a rescue mission over North Viet Nam. George Graff, Columbia Law, is a confidential law clerk to Stanley Fuld, chief judge of the New York Court of Appeals. Harry Green (married and two sons) is a doctoral candidate in geology at UCLA.



WALTER HULSE '62  
Noteworthy

Richard Hansen is a graduate student and lightweight crew coach at Columbia. Alan Harris (married and a daughter) is working

# If you move

Let us know.

Columbia College Alumni Association, 401 Ferris Booth Hall, Columbia University, New York, N. Y. 10027

with the English linguistics department at Israel's Tel Aviv University. Dr. Robert *Hatcher* is a medical epidemiologist for the community pesticides study in San Benito, Tex., under the Public Health Service and the State Department of Health. Walter *Hilse* is a preceptor in the music department of the College. He recently won a national prize for his composition of a song cycle from the text of the Songs of Solomon. Robert *Holloway* is a graduate student in business at Boston University and works as a technical representative for photographic products at DuPont. Martin *Itzkowitz*, PhD Cal Tech, is in postdoctoral work in the chemistry department of the Univ. of California at Berkeley. Lt. Andrew *Jampoler* is an assistant professor of naval science at Columbia, also studying in the School of International Affairs. John *Joyce* (married and a son) is an attorney in private practice in Silver Spring, Md.

Dr. Robert *Kaminsky* (married and two sons) is a resident in obstetrics and gynecol-

ogy at the Bronx Municipal Hospital Center (Albert Einstein College of Medicine). The Rev. John *Kater* is an assistant at Christ Episcopal Church in Poughkeepsie, N.Y. Lt. Robert *Kellett*, an executive officer in Germany with the Army's Pershing Missile Battery, was named distinguished military graduate (highest average) at OCS artillery and missile school. Paul *Kende* (married and a daughter) is with the research and development department of DuPont in Wilmington, Del. Crawford *Kilian* is an English instructor at Vancouver (British Columbia) City College. Peter *Kindman*, PhD Yale, is a lecturer, research staff scientist, and associate director of the English and applied science electronics lab at Yale.

William *Kirk* (married and a son), has worked for the comptroller's department of Time, Inc. while enrolled in Columbia Business School. Richard *Kobrin*, co-chairman of last year's fund drive, is in the real estate firm Michael I. Glick, Inc. Bob *Koehler* (married

and two children) teaches American history at Carey HS in New York City, also coaches JV basketball and freshman soccer. Bob still plays baseball in Canada and in the Quebec Provincial League. Robert *Kohn* (married) has recently returned from two years as vice counsel at the American consulate in Arequipa, Peru. Two other classmates are career foreign service officers: David *Lowery*, MA Fletcher School of Law and Diplomacy; and Joe *Romanelli*, who will train in Washington until June for assignment in Viet Nam. Ralph *Kopperman* (married and a daughter), PhD MIT, is an assistant professor of mathematics at CCNY and crew coach at the University of Rhode Island. Andrew *Krulich* is studying criminology at England's Cambridge University during a one year leave from his Manhattan law firm. Dr. John *Lusins* has begun internship at St. Luke's Hospital—where his mother has been a nurse since 1956. Alan *Young*, recently returned from South America, now works for the Washington Post. Ed-

ward J. Michel has been appointed manager of investment standards and evaluations for Eastern Airlines.



D. JOSEPHSON '63  
Cleverest director

63

David Pittinsky  
Dilworth, Paxson, Kalish,  
Kohn & Levy  
2600 The Fidelity Building  
Philadelphia, Pa. 19109

Fred Harvey Hochberg has been awarded the degree of Doctor of Medicine by Western Reserve University, Cleveland. First Lieutenant John M. McConnell is serving as an intelligence photo-radar officer with the Strategic Air Command, America's long-range bomber and missile force, at Offutt Air Force Base, Neb. He recently received a regular commission in the Air Force, having previously held a reserve commission as an OTS graduate.

"The Cleverest Band in the World." Columbia's concert and marching band, has a new director. He is David Josephson, who is a graduate student at Columbia, doing research on John Taverner, a 16th century English composer. He also teaches a course in music humanities at the College.

Hartley Neel is in Tufts Medical School and has given up cigarettes. Marc Rosen is still at Harvard Law School. Thomas Tinker is in American Studies at Brown, and is getting fatter, according to John, the bartender at the West End.

64

Allan Sperling  
205 Sherman Avenue  
New Haven, Conn.

President Johnson has promoted Donald B. Westmore to Class 7 in the Foreign Service of the U.S.A. Since entering the Foreign Service in 1965, he has been stationed at the Consulate General in Kobe-Osaka, Japan, and is now serving as an Economic Officer in our Embassy in Tokyo.

Stephen B. Rodner and Curtis A. Wood Jr. were both among 45 trainees who were grad-



CURTIS WOOD '64

Send-off by VISTA's Padraic Kennedy (L) & Bar Assn. Pres. Wm. Gossett.

uated recently from a VISTA training program in Chicago. Both received L.L.B. degrees in law last June and will be working with a project to provide legal assistance to poor communities in planning and organizing small businesses, neighborhood redevelopment corporations and buying clubs, and otherwise improving their economic status. Wood has been assigned to Chicago and Rodner to Detroit. During their year as volunteers they will live in the communities where they are working. The goal of the program is to teach the poor to use the laws originally designed to assist them.

Norman Olch and his wife Jacqueline also graduated recently from a VISTA training program in Chicago. He received his L.L.B. degree from N.Y.U. last June and will be working with the Legal Aid Bureau of United Charities. His wife will work with the Juvenile Protective Association.

Anthony J. Pingitore, Jr., was recently promoted to the rank of first lieutenant at ceremonies held at the US Army War College, Carlisle Barrack, Pa.

Peter Salzberg is doing double duty for the College: he is working as associate editor of CCT and is also serving as freshman basketball coach. Your class correspondent and his wife Susan are very happy to announce the birth of their first child, Matthew Laurence, on October 9, 1967.

Any member of the class with news—please write! This section should be much larger than it is.

65

Barry Kamins  
1465 East 16th Street  
Brooklyn, N.Y. 11230

Mark Simpson is serving in a Peace Corps adult literacy program in the Republic of Niger, West Africa. Claude Bernard, currently with the Peace Corps in Tanzania, will teach high school in New York while working for his M.A. in government at N.Y.U. when he returns to the States.

Mike Bush will enter medical school upon completion of his military obligation in February. Robert Kronley and Michael Cook are finishing their law studies this year at N.Y.U. Archie Roberts is a quarterback for the Miami Dolphins and expects to continue his medical studies during the coming semester.

First Lt. Eric H. Peterson III was wounded in Vietnam and is now in Walter Reed Hospital. First Lieutenant William R. Bohaboy is on duty at Da Nang Air Base in Vietnam. An intelligence officer, he is a member of the Pacific Air Forces. Second Lieutenant Ronald R. Adst is also in the Air Force and has completed a training course at Keesler AFB, Miss., for electronic computer maintenance officers. Our current Fund Chairman is Michael Krieger, who is a proud new father.

66

Charles Jurriss  
9 East Sunnybrook Drive  
Oceanside, N.Y.

Most of you have probably seen the summer class newsletter edited by Edward Liu, but just in case, here's a capsule summary of the results: 142 of the 645 graduating members of the class answered. Of these, 52 are in graduate school (36%), 24 in law school (17%), 27 in medical school (19%), 8 in

business school (6%), 6 in the Peace Corps (4%), and 12 are working in assorted jobs (9%). Thirteen men are in the various branches of the armed forces (9%). If you would like a copy of the newsletter so that you can read about particular members of the class, you can probably get one by writing to the Alumni Association, 401 Ferris Booth Hall.

Since sending out the newsletter, we have heard that Edward F. Ulmann is among those doing military service. He's in the Army now—infantry to be exact.

67

Bob Costa  
1041 Bay Ridge Parkway  
Brooklyn, N.Y. 11228

Three members of the class are among the 16 students in the 1967 entering class of the Rutgers Medical School. All former zoology majors, they are Stephen M. Sachs, Lawrence M. Karen and Arnold H. Bodner. Frank Pokorny is in business school at Michigan State.

Gerry Zawadzkas played professional foot-



A. BODNER '67



S. SACHS '67



L. KAREN '67

Three of a kind

ball for the Detroit Lions during the past season. David E. Gates, Jr., ex-1967, ALC, USAF, is now stationed in Berlin, Germany, as a member of the Ground Forces, in a security squadron. His enlistment period will be up this year, after which he hopes to return to College.

Jon Buller, when last heard from, was aboard the *Queen Mary* on her farewell voyage, and was planning to stay in England for an unspecified length of time. John Howland is living in a palace opposite the Thalia movie theater and is working for Marine Aviation and selling Mexican hand-wrought lamps on the side.



# WHAT ASTROLOGERS WILL NEVER TELL YOU

*A geophysicist explains what is really in the stars for all of us*

by ROBERT JASTROW '44

**T**HE STARS seem immutable, but they are not. They are born, evolve and die like living organisms.

The life story of a star begins with the simplest and most abundant element in nature, which is hydrogen. The universe is filled with thin clouds of hydrogen, which surge and eddy in the space between the stars. In the swirling motions of these tenuous clouds, atoms sometimes come together by accident to form small pockets of gas. These pockets are temporary condensations in an otherwise highly rarefied medium.

Normally the atoms fly apart again in a short time as a consequence of their random motions, and the pocket of gas quickly disperses to space. However, each atom exerts a small gravitational attraction on its neighbor, which counters the tendency of the atoms to fly apart. If the number of atoms in the pocket of gas is large enough, the accumulation of all these separate forces will hold it together indefinitely. It is then an independent cloud of gas, preserved by the attraction of each atom in the cloud to its neighbor.

With the passage of time, the continuing influence of gravity, pulling all the atoms closer together, causes the cloud to contract. The individual atoms "fall" toward the center of the cloud under the force of gravity; as they fall, they pick up speed and their energy increases. The increase in energy heats

the gas and raises its temperature. This shrinking, continuously self-heating ball of gas is an embryonic star.

As the gas cloud contracts under the pressure of its own weight, the temperature at the center mounts steadily. When it reaches 100,000 degrees Fahrenheit, the hydrogen atoms in the gas collide with sufficient violence to dislodge all electrons from their orbits around the protons. The original gas of hydrogen atoms, each consisting of an electron circling around a proton, becomes a mixture of two gases, one composed of electrons and the other of protons.

At this stage the globe of gas has contracted from its original size, which was 10 trillion miles in diameter, to a diameter of 100 million miles. To understand the extent of the contraction, imagine the Hindenberg dirigible shrinking to the size of a grain of sand.

The huge ball of gas—now composed of separate protons and electrons—continues to contract under the force of its own weight, and the temperature at the center rises further. After 10 million years the temperature has risen to the critical value of 20 million degrees Fahrenheit.\* At this time, the

diameter of the ball has shrunk to one million miles, which is the size of our sun and other typical stars.

**W**HY IS 20 million degrees a critical temperature? The explanation is connected with the forces between the protons in the contracting cloud. When two protons are separated by large distances, they repel one another electrically because each proton carries a positive electric charge. But if the protons approach within a very close distance of each other, the electrical repulsion gives way to the even stronger force of nuclear attraction. The protons must be closer together than one 10-trillionth of an inch for the nuclear force to be effective. Under ordinary circumstances, the electrical repulsion serves as a barrier to prevent as close an approach as this. In a collision of exceptional violence, however, the protons may pierce the barrier which separates them, and come within a range of their nuclear attraction. Collisions of the required degree of violence first begin to occur when the temperature of the gas reaches 20 million degrees.

Once the barrier between two protons is pierced in a collision, they pick up speed as a result of their nuclear attraction and rush rapidly toward each other. In the final moment of the collision the force of nuclear attraction is so strong that it fuses the protons together into a single nucleus. At the same time the energy of their collision

\* Twenty million degrees is a very high temperature. For comparison, the temperature of the flame in the gas burner of the kitchen stove is one thousand degrees, and the temperature of the hottest steel furnace is ten thousand degrees.

is released in the form of heat and light. This release of energy marks the birth of the star.

The energy passes to the surface and is radiated away in the form of light, by which we see the star in the sky. The energy release, which is one million times greater per pound than that produced in a TNT explosion, halts the further contraction of the star, which lives out the rest of its life in a balance between the outward pressures generated by the release of nuclear energy at its center and the inward pressures created by the force of gravity.

The fusion of two protons into a single nucleus is only the first step in a series of reactions by which nuclear energy is released during the life of the star. In subsequent collisions, two additional protons are joined to the first two to form a nucleus containing four particles. Two of the protons shed their positive charges to become neutrons in the course of the process. The result is a nucleus with two protons and two neutrons. This is the nucleus of the helium atom. Thus, the sequence of reactions transforms protons, or hydrogen nuclei, into helium.

The fusion of hydrogen to form helium is the first and longest stage in the history of a star, occupying about 99 percent of its lifetime. In the second stage, which takes up most of the remaining 1 percent of the star's life, three nuclei of helium combine to form the nucleus of the carbon atom. Afterwards, the nuclei of oxygen and other still heavier elements are fabricated, at an increasingly rapid pace, until all elements have been built up. In this way the elements of the universe are manufactured out of hydrogen nuclei at the center of the star during the course of its life.\*

**A**LL STARS lead similar lives to the time of their demise. Their man-

ner of dying, however, depends on their size. The small stars shrivel up and fade away, while the large ones disappear in a gigantic explosion. The sun happens to lie just below the dividing line; we are not certain which turn it will take at the end of its life, but we suspect that it will fade away.

The size of a star also determines how long it will live. Surprisingly, the largest stars are the first to expire. In a large star, the temperature in the interior is higher and the protons collide at its center with greater violence. As a consequence, the protons fuse into helium more rapidly, and the star burns out very quickly. The sun's life span is 10 billion years; it has existed for 4.5 billion years, and it is now well into middle age, with perhaps another 5 billion years of life remaining before its fuel reserves are exhausted. A star 10 times as massive as the sun lives only 10 million years, which is the blink of an eye in the normal scale of stellar lifetimes. On the other hand, a star one-tenth as massive as the sun, which is about as small as a star can be, is cooler at the center, burns slowly, and lives for a trillion years.

The first signs of old age in a star are a swelling and reddening of its outer regions. The sun will reach this stage in another 5 billion years, at which time it will have swollen into a vast, distended sphere of gas 100 times its present radius. At the same time its color will change from yellow-white to red. This red globe of gas will cover most of the sky when viewed from the earth. Unfortunately we will not be able to linger and observe the magnificent sight, because the rays of the swollen sun will heat the surface of the earth to 4000 degrees Fahrenheit and eventually evaporate its substance. Perhaps Jupiter will be a suitable habitat for us by then. More likely, we will have fled to another part of the Galaxy.

Such distended, reddish stars are

prodigious amounts of money and energy in the effort, for the stakes are high, but physics has not yet been equal to the task. The difficulty is that no furnace has yet been constructed on the earth whose walls can contain a fire at the temperature of the millions of degrees necessary to produce nuclear fusion. The only furnace that can do this is provided by nature in the heart of a star.

called red giants by the astronomers. An example of a red giant is Betelgeuse, a fairly bright star in the constellation Orion which appears distinctly red to the naked eye.

A star continues to live as a red giant until its reserves of hydrogen fuel are exhausted. With its fuel gone it can no longer generate the pressures needed to maintain itself against the crushing force of gravity, and it begins to collapse once more under its own weight.

At the center of the collapsing star there is a core of pure helium, which has been produced by the fusion of protons throughout its life. Helium does not fuse into heavier nuclei at the ordi-



ROBERT JASTROW is director of the Goddard Institute of Space Studies and Adjunct Professor of Geophysics at Columbia. A native of New York, he graduated from the College at the age of 19, and received his Ph.D. in physics at Columbia in 1948. He studied further at Leiden University, then taught at Berkeley and Yale. In 1953 he switched his interest to space science and in 1962 he set up the Goddard Institute on Morningside Heights to do research for NASA. For relaxation he plays handball and skis. A few months ago, he was married. This article was adapted from his new book, *Red Giants and White Dwarfs*, published by Harper & Row.

\* The transmutation of heavy hydrogen into helium and heavier elements has been duplicated on the earth for brief moments in the explosion of the hydrogen bomb. However, we have never succeeded in fusing hydrogen nuclei under controlled conditions in such a way that the energy released can be harnessed for constructive purposes. The United States, the Soviet Union and other countries have invested



*The birth of a star is believed to occur in the thin, swirling clouds of hydrogen gas that fill outer space. At some point enough atoms collect to form a pocket of gas, which is compressed by gravitational pull. After 10 million years, nuclear reactions set in and a hardened ball, the star, forms.*



*The death of a star takes place when its nuclear energy is spent. The star collapses then. The smaller stars, called white dwarfs, merely disappear into darkness. But the larger stars usually explode, becoming supernovas, or bright bursts of enormous energy. The sun is a large star.*

nary stellar temperature of 20 million degrees because the helium nucleus, with two protons, carries a double charge of positive electricity, and, as a consequence, the electrical repulsion between two helium nuclei is stronger than the repulsion between two protons. A temperature of 200 million degrees is required to produce collisions which will pierce the helium barrier.

As soon as the temperature reaches the critical level of 200 million degrees, helium nuclei commence to fuse in groups of three to form carbon nuclei, releasing more nuclear energy in the process and rekindling the fire at the center of the star. The release of energy halts the gravitational collapse of the star and it obtains a new lease on life, burning helium nuclei to produce carbon. This stage will last for about one hundred million years in the sun. At the end of that time the reserves of fuel, composed now of helium rather than hydrogen, once again are exhausted.

Nearly all stars reach the stage in which their helium fuel has been used up. Exhaustion of the helium is followed by the inevitable collapse under the pressure of the star's own weight. From this point onward, the history of the star varies according to its size. In the case of small stars, the collapse continues until all the matter of the star is squeezed into a space the size of the earth. The density of the collapsed star is so great that a volume

the size of a matchbox weighs ten tons. The collapse makes the surface of the star white-hot. These shrunken white-hot stars are called white dwarfs. Slowly the white dwarf radiates into space the last of its heat. In the end, its temperature drops, and it fades into a blackened corpse.

**A** VERY DIFFERENT fate awaits a large, massive star. Because the weight of the star is so great, its collapse generates an enormous amount of heat, greater than the heat generated in the creation of the white dwarf.

If the star is massive enough, the temperature produced by the collapse will reach another critical level—that time of 600 million degrees—at which the carbon nuclei at the center of the star collide with sufficient violence to stick together, forming still heavier elements than carbon, ranging from oxygen to sodium.

Eventually, the carbon fuel reserves are also exhausted; once again their exhaustion is followed by further stages of collapse, heating, and renewed nuclear burning, leading to the production of other elements.

In this way, through the alternation of collapse and nuclear burning, a massive star successively manufactures all elements up to iron. But iron is a very

special element. This metal, which lies halfway between the lightest and the heaviest elements, has an exceptionally compact nucleus, so tightly packed that no energy can be squeezed from it in any sort of nuclear reaction. When a large amount of iron accumulates at the center of the star, the fire cannot be rekindled; it goes out for the last time, and the star commences a final collapse under the force of its own weight.

The ultimate collapse is a catastrophic event. The heat generated by it drives the central temperature up to 100 billion degrees, and every possible nuclear reaction comes into play. It is in this last gasp that the heaviest elements, those extending beyond iron to uranium, are produced.

The star rebounds from the final collapse in a great explosion which disperses to space most of the elements manufactured in its interior during its lifetime. Thus, the life story of a large star is a cycle of dust to dust.

The exploding star is called a supernova. About fifty supernovas have been photographed with telescopes in the last 75 years, and in our own galaxy a few occur every thousand years that are bright enough to be seen by the unaided eye. One of the earliest reported supernovas was a brilliant explosion recorded by Chinese astronomers in A.D. 1054. At the position of this supernova there is today a great cloud of gas known as the Crab Nebula, expanding at the speed of 1000 miles per second, which contains the remains of the star that exploded a thousand years ago.

The supernova explosion sprays the material of the star out into space, where it mingles with fresh hydrogen to form a mixture containing all 92 elements. Later in the history of the galaxy, other stars are formed out of clouds of hydrogen which have been enriched by the products from these explosions. The sun is one of these stars; it contains the debris of countless supernova explosions dating back to the earliest years of the Galaxy. The planets also contain this debris, and the earth, in particular, is composed almost entirely of it. We owe our corporeal existence to events which took place billions of years ago, in stars that lived and died long before the solar system came into being.

In the last issue, Dan Greenberg's article, "The Politicization of Modern Science," originally appeared in different form in M.I.T.'s *Technology Review*.





## Do you belong too?

If not, join today. Join the 7,600 other College graduates who are members of the Alumni Association.

Membership helps support *Columbia College Today*, three-time winner of the Sibley Award as America's finest alumni magazine, and alumni meetings, mailing, and reunions. It helps support Dean's Day, the monthly New York luncheons with leading intellectuals and pub-

lic figures, and numerous undergraduate activities.

It keeps you informed about Columbia, higher education, trends in American life and world affairs.

The cost? Five dollars a year for the first 5 years; \$10 a year thereafter. A three-year membership is only \$27.

Help yourself to better information and higher service. Join *now*.

## **Association of the Alumni of Columbia College**

401 Ferris Booth Hall, Columbia University, New York, N.Y.

## Columbia College Today

Room 336 • 632 West 125th Street  
New York, New York 10027  
Address Correction Requested

*The true test of a man's greatness is not in what he himself does, but in what others whom he has inspired do long after he is gone.*

ELISHA ANDREWS, President, Brown University (1889-1898)

Non-Profit Organization

U.S. POSTAGE

PAID

NEW YORK, N.Y.

PERMIT NO. 3593

# Columbia College Today

The background of the cover is a photograph of a building, likely a part of Columbia College, with a red flag flying from a small structure on its roof. The building is partially obscured by the dark, leafy branches of trees in the foreground. The sky is a pale blue.

SPRING 1968

**SIX WEEKS  
THAT SHOOK  
MORNINGSIDE**





## Remember the Soph-Frosh Rush?

Well, it's gone.

So are nickel beers, and very low faculty salaries;  
fraternity hazing, and feeble scholarship funds.

College today is a different world.

And, many claim, a better world—  
for the students, the faculty, the nation.

One of the things that made it all possible is  
the loyalty and generosity of Columbia alumni.

The College needed your help and you gave it.

The College continues to need your help.

So do the faculty and the undergraduates.

More than ever.

**Columbia College  
Annual Fund**

## Columbia College Today

Volume XV, No. 3 Spring 1968

Published by Columbia College  
Columbia University  
New York, N.Y. 10027

*This publication is printed for  
alumni and friends of Columbia College  
with the support of  
The Association of the Alumni*

Thomas M. Macioce '59, *President*  
Eugene Rossides '49, *Vice President*  
John H. Mathis '31, *Secretary*  
Carl W. Desch '37, *Treasurer*  
Max J. Lovell '23, *Executive Director*

### EDITOR

George Charles Keller '51

### ASSISTANT EDITOR

Peter Salzberg '64

### EDITORIAL ASSISTANT

Malinda Teel

### ALUMNI ADVISORY COMMITTEE

Ray Robinson '41, *Chairman*  
Arthur Rothstein '35  
Edward Rice '40  
Edward Hamilton '42  
Kernit Lansner '42  
Walter Wager '44  
Byron Dobell '47  
John McDermond '54

### IN THIS ISSUE

Six Weeks That Shook Morningside:  
A Special Report

### Address all editorial communications to:

COLUMBIA COLLEGE TODAY  
400 West 118th Street  
New York, N.Y. 10027.  
Telephone (212) 280-3701

COLUMBIA COLLEGE  
founded in 1754  
is the undergraduate liberal arts college  
of 2,700 men in  
COLUMBIA UNIVERSITY

## Within the Family

### *Red flags, green ivy, and the Light Blue*

This magazine has a well-deserved reputation for being tardy in its publication schedule. But it has never been *this* late. We beg forgiveness.

The news from the College, however, has been far from routine recently. Normally, Columbia is a busy, extraordinary place, of course. But last spring was tumult, real tumult. That was not the greatest difficulty though. What really slowed us was the small torrent of letters, chiefly (but not exclusively) from College alumni, urging us to forget sports, class notes, alumni reunions, and tell them what actually happened during the revolution, including lots of whys and hows.

For example, alumnus Gerald Berkowitz '63, an English instructor at the University of Southern California, wrote us on May 24: "It is obvious that the news media are doing a very incomplete and sometimes obviously biased job of reporting the developments and significance of the current revolution. *CCT* has shown itself in the past to be a reliably objective and frequently critical observer of University events and policies. You are in a perfect position to provide the necessary balanced account of the past few weeks. . . . I strongly recommend that you junk whatever features you had planned for the next issue, and replace them with as complete a coverage of the revolt as you can muster. . . . It will be tragic if the true story is never known. You are the only one I would trust to tell it." Imagine that!

We were flattered, naturally, but also frightened by these letters. How does one capture the "true story" of a hurricane? And, how does one do so rationally, when nearly everyone is impassioned? Still, we had certain advantages. We were in the occupied buildings; were allowed to visit Low Library's innermost offices, even at the most crucial moments; were privileged to sit in the faculty meetings; talked with alumni, trustees, and community residents; were friendly with numerous students; and generally were

acquainted with Columbia's past and present. We had collected documents and photographs like squirrels, and had taken notes—all three of us—like diligent graduate students. No one could possibly tell the *whole* story, even in 20 volumes. But we could attempt to be more reasonable, comprehensive, and non-partisan than most. This was our aim.

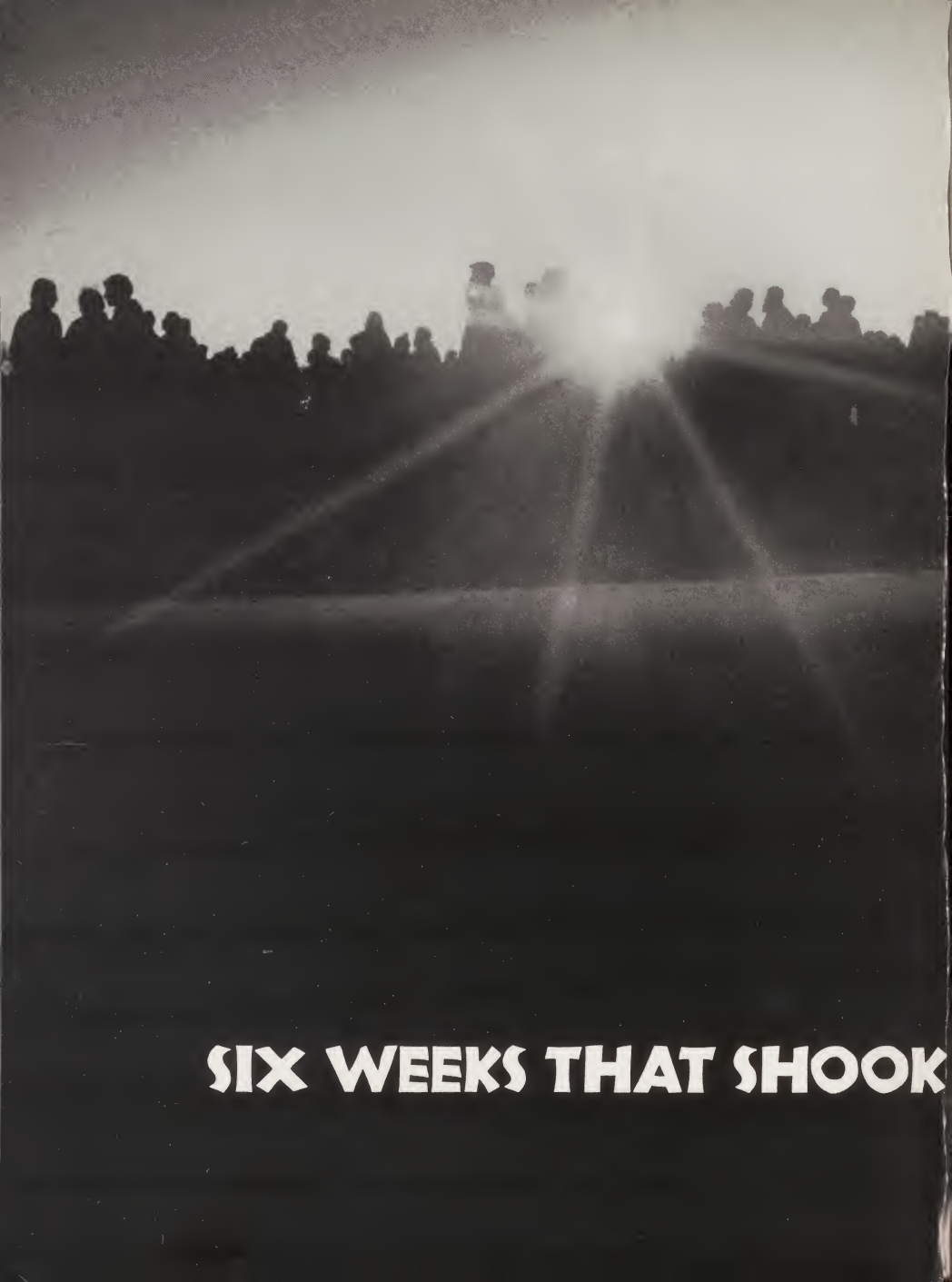
As anyone who reads our chronicle will know, we have fallen short of total objectivity and empathy for all. But there are, at least, no heroes and villains in this piece. Nor is there phony melodrama, angry blame-placing, or righteousness. God! There was enough righteousness on campus last spring to launch a new crusade to Jerusalem.

We are sorry to have scrapped everything else normally printed in our magazine. We hope to be back to better fullness in the next issue. We are sorry also for the profanity in this issue. We have never printed profanity before—we find it too imprecise—but we felt some parties last spring wore their obscenity proudly, as a badge of honor, and to leave it out would have meant losing the peculiar cayenne pepper flavor of some of the personalities and incidents.

A word about the College alumni reaction to the spring riot. (Incidentally, there were 101 campus riots last spring. Columbia merely got the best publicity.) While numerous alumni rushed from their offices sputtering vindictiveness and some others blithely condoned the violence as a good thing, like a laxative, many graduates displayed a remarkable desire to get all the evidence, a salutary skepticism, and a sense of humor. Like Hemingway's bullfighters, they had poise in the presence of disaster. In a crisis, men are often unmasked. A surprising portion of Columbia's alumni revealed themselves as cool, curious, and concerned.

The College ought to be proud of having produced men like that.

GCK



**SIX WEEKS THAT SHOOK**





# MORNINGSIDE

by GEORGE KELLER '51

At 10 minutes past  
noon on Tuesday,  
April 23, 1968,

an intense, lean six-foot junior in Columbia College, the historic all-male undergraduate school at Columbia University, began walking toward the Sundial, the unofficial University soapbox on College Walk, at the center of the campus. The student walked rather fast, with long strides, through the sunny spring air. His prominent jaw, the sandy waves of hair that spilled over the right side of his forehead, and his narrowed eyes gave him a look of determined belligerency. Wearing blue jeans, boots, and an unironed shirt open at the neck, he seemed rather like an angry farmer headed for a brawl at the local saloon. Several voices murmured, "Here he comes now!"

As he stepped up on the six-foot-round pink granite podium, with five of his fellow students, the gathered crowd of approximately 300 persons grew silent. There was a curious mixture of quiet good humor and dread foreboding among the listeners, as if they were about to witness a traditional spring panty raid in which the spirited students as a novelty had decided to carry knives. The undergraduate about to speak, Mark Rudd, was a bright, passionate young man who had suddenly emerged as a dramatic and fierce-willed leader of a small group of Columbia students who were totally fed up with the American "system" of life, with the "power structure" that was imposing that system on the masses and the young, with the leading universities that were acting in "complicity" with the system and its "imperialist wars," and with the University's president, Dr. Grayson Kirk. The student group also was disillusioned about "the careerist, hopelessly middle-class professors" who were acquiescing in the complicity instead of fighting actively to "liberate" the masses and the young from "the system."

Most of these students belonged to a campus clique known as the Students for a Democratic Society, or SDS, though the true believers were not limited to membership in that organization. SDS, and Mark Rudd, had been talking and writing openly for several

months of a "spring offensive" at Columbia, the fifth oldest institution of higher learning in America.

The Students for a Democratic Society was founded at Port Huron, Michigan in June 1962, the product chiefly of University of Michigan undergraduates like Albert Haber, Paul Potter, and Thomas Hayden, who was elected its first president. It was an offshoot of the League for Industrial Democracy, a tiny organization of socialists and quasi-socialists who were also passionate democrats—men like Norman Thomas, Michael Harrington, Harold Taylor, and Bayard Rustin. (Albert Haber was president of the Student League for Industrial Democracy in 1961-62.)

Like Columbia philosopher John Dewey, the SDS wanted to democratize American society more fully; that is, make every institution in the United States a participatory democratic cell in an almost Athenian way. Workers should have a voice in running their factories, Negroes their ghetto schools and welfare programs, and students their universities, SDS contended. In September 1963 a Columbia chapter was formed.

Initially, SDS spent most of its energy aiding the Negroes in civil rights actions. The SDS at first saw itself largely as a campus-based, middle class, northern counterpart to the Student Nonviolent Coordinating Committee, or SNCC, which was active on behalf of Negro equality in the South. Civil rights activity led SDS quickly into community organization, or the stirring up of various underprivileged groups into collective action against the authorities in their area in order to gain better jobs, housing, schools, welfare programs, equal treatment, and the like. As the United States became more and more mired in the Vietnam war, however, SDS shifted its emphasis to anti-war publicity and activities in 1964. This shift was prompted by two other developments: the increasing desire of Negroes to have the civil rights movement largely a black-directed affair rather than a white-dominated one, and the failure of SDS to find allies among the working class, especially in the trade unions. (One labor leader told us in 1965 that he regarded the SDS radicals as "screwball, un-American, rich kids." The same

month one undergraduate activist at Columbia said to us that he found most of "the American proletariat" to be "surprisingly conservative, materialistic, home-loving, patriotic, and even racist.")

By late 1966 SDS felt it necessary to move again, "from dissent to resistance." The Johnson administration seemed incredibly stiff and hawkish about the Vietnam situation, and the nation appeared to them reluctant to undertake a massive effort to help the Negroes and America's poor. Numerous SDS members began to question seriously the validity of America's whole economic and political system.

SDS from its beginnings had had a vague anti-capitalist stance. As early as 1963, in their national policy document, *America and the New Era*, SDS leaders condemned the "corporatist" nature of the Kennedy administration and the "reactionary Congressional oligarchy." But in 1966 SDS members began to speak of capitalist warmongers, U.S. imperialism, rotten bureaucracies, the silliness and sameness of the two-party system, the spinelessness and selfishness of the middle classes, and the slow, unresponsive, committee-infested procedures of liberal democracy. Talk became more frequent of "overthrowing the power structure" and smashing the entire U.S. "system" as it is presently constituted.

In an interview with reporter Paul Hofmann, printed in the New York Times on May 7, 1967, SDS national secretary Gregory Calvert said, "We are working to build a guerilla force in an urban environment. . . . We are actively organizing section." Calvert, who calls himself "a post-Communist revolutionary," said that students had to become more like the guerilla warriors of Vietnam and pro-Castro Cuba. Ernesto "Che" Guevara was the new hero. "Che sure lives in our hearts," said Calvert.

As the SDS mood shifted from reform to revolution, the SDS members began to search for two things. One was a core of dedicated, serious radicals to spark things; the other was a mass base for the overthrow. To develop the former, they teamed up with the most radical students and professional agitators on the revolutionary left—the Peking-oriented Progressive Labor Party; the Leninist-Trotskyite Young

Socialist Alliance, the junior branch of the Socialist Workers Party; the pro-Cuban, pro-Viet Cong May 2 Movement; and the violently anti-American Youth Against War and Fascism. By late 1966, some SDS leaders spoke of their "non-exclusionary policy"—their willingness to form a popular front with everyone from liberals to Maoists to achieve radical changes. SDS's openness and new revolutionary mood attracted an increasing number of other middle-class youths: young Bohemians, or hippies, who loathed bourgeois life; apocalyptic religious idealists; anarchists who despised authority, large-scale organizations, and power in any form; and the psychologically oppressed, those who felt that they were being "brainwashed" by the ubiquitous influence of television, advertising, the capitalist press, and government propaganda.

To develop a mass base for the revolution was a harder problem. But the Berkeley upheaval of 1964 led a few SDS actives to think that such a base could be found in America among college and high school students and young alumni and drop-outs, especially since 35 per cent of American youth now go on to higher education of some sort. The traditional Marxian revolutionary proletariat could be replaced by a new middle-class army of exploited "workers." (Of note is that several studies have shown that the overwhelming majority of revolutionary guerilla leaders, in Latin America

and elsewhere, are of middle-class or upper-class origins.)

The indispensable document for the new SDS position is Carl Davidson's remarkable 18-page *The Multiversity: Crucible of the New Working Class* (1967), which sells for 15 cents at SDS literature tables. Davidson, a national secretary of SDS, an ex-philosophy major at Penn State, and an admirer of Marx, Lenin, Che Guevara, C. Wright Mills, and Andre Gorz, argues that students are "the new working class" who can and will usher in a new age. (What the new age will be like, concretely, is something that Davidson, like nearly all other campus radicals does not bother to say. The New Left "movement" is a movement away from present forms, not a movement toward any better order that has been conceived. "We must be life-affirming," says Davidson, which is about as close as he comes to specifying positive new goals.)

In *The Multiversity*, which is written like a term paper, complete with a contents page and 42 footnotes, Davidson contends that modern universities are little more than the training and research branches of the capitalist-imperialist system. They are "knowledge factories" that absorb young people and prepare them for obedience and bureaucratic tasks through objective, value-free, technique-oriented courses. The senior professors spend most of their time as well-paid researchers for the "innovation industry,"

an "aspect of corporate capitalism," or for the government leaders or the military. What little teaching, intellectual discussion, and joint inquiry there is left in the institutions is done by fledgling instructors and teaching assistants. Proof of the fact that U.S. universities have shifted their purpose from helping young people become independent, creative, sensitive intellectuals to turning out cogs in the system is manifold: liberal education is collapsing everywhere; professors hate to teach and prefer to "produce"; the undergraduate college is more and more considered to be "the intellectual slum of the campus"; and, "throughout the educational apparatus, the bureaucratic mentality prevails."

"What is the reality of American education?" asks Davidson. "Contrary to our commitment to individualism, we find that the day-to-day practice of our schools is authoritarian, conformist, and almost entirely status-oriented." For college students, present-day higher education produces boredom, a feeling of alienation, and a sense of irrelevance. They feel powerless, manipulated. Students are like the exploited factory-hands of the 19th century sweatshops. "The core of the university, with its frills removed," says Davidson, "has become the crucible for the production, formation, and socialization of the new working class."

The choices open to students are conformity, dropping out, or rebellion. According to Davidson, more and more students are choosing rebellion. "What we are witnessing and participating in is an important historical phenomenon: the revolt of the trainees of the new working class against the alienated and oppressive conditions of production and consumption within corporate capitalism." In another place Davidson asserts, echoing Karl Marx's *Communist Manifesto*: "A spectre is haunting our universities—the spectre of a radical and militant nationally co-ordinated movement for student power."

In order to "liberate" the modern university, however, an overthrow of the entire U.S. government and economy is necessary. "We should always remember that we cannot liberate the university without radically changing the rest of society." Therefore, says Davidson, "Every attempt should be made

SDS political rally at the Sundial on College Walk in April 1966. David Gilbert '66, then chairman of Columbia's SDS chapter, holds aloft a sign. The group drifted from dissent to resistance to revolution in the last two years.



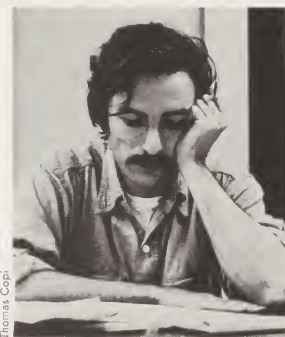


to connect campus issues with off-campus questions."

*The Multiversity* recommends a whole array of strategies and tactics for campus revolutions, from the use of jug bands and rock 'n' roll groups to "the formation of a Student Strike Coordinating Committee." Among them: avoiding reform groups like the Democratic Party, which is so "obviously bankrupt that we need not waste our time"; infiltrating extracurricular activities ("Try to gain control of as much of the established campus cultural apparatus as possible. . . . We need our people on the staff of the school newspapers, radio stations, etc."); and sabotaging courses by signing up for "the worst profs" and for strategic courses, and then disrupting them.

Of particular importance are three other strategies. One is the refusal to accept reforms instead of revolution. "We should avoid all of the 'co-management' kinds of reforms. These usually come in the form of giving certain 'responsible' student leaders a voice or influence in certain decision-making processes, rather than abolishing or winning control over those parts of the governing apparatus." If any SDS members do win election to any positions of influence, says Davidson, they should use the position to denounce and destroy. "A seat should be seen as a soap-box," asserts Davidson. "We are not trying to liberalize the existing order, but trying to win our liberation from it."

Another strategy is to use every issue not as a matter by itself but as a means of smashing all college and university authority. "The purpose of de-sanctification is to strip institutions of their legitimizing authority, to have them reveal themselves to the people under them for what they are—raw, coercive power. This is the purpose of singing the Mickey Mouse Club jingle at student government meetings, of ridiculing and harassing student disciplinary hearings and tribunals, of burning the Dean of Men and/or Women in effigy, etc. People will not move against institutions of power until the legitimizing authority has been stripped away." Davidson is conscious that such disruption and negativism may backfire. "While we may be criticized for not offering 'constructive' criticisms, we should reply that the only constructive way to



Carl Davidson, inter-organizational secretary of the national SDS and author of the influential paper, *The Multiversity*. Says Davidson, "The only constructive way to deal with an inherently destructive apparatus is to destroy it."

deal with an inherently destructive apparatus is to destroy it."

A third strategy pertains to professors. Under a section called "The Faculty Question: Allies or Finks," Davidson believes that SDS should do everything possible to ally themselves with the younger, teaching faculty. "As for the research and administrative faculty, we should set both ourselves and the teaching faculty against them." Also, SDS should encourage the splintering off of the more progressive instructors into a separate, independent faculty group. "We should encourage the potentially radical sectors of the faculty to organize among themselves around their own grievances," says Davidson.

The long-range goal in Carl Davidson's mind is a world-wide organization of revolutionary students and young faculty and alumni. "Hopefully, in the not too distant future, we may be instrumental in forming a new International Union of Revolutionary Youth," he writes.

Mark Rudd entered Columbia College in the fall of 1965, just when the Students for a Democratic Society were beginning to drift further leftward. In his high school days, he had been a hard-working, broadly active student. He was a ham radio operator, a goalie on the school soccer team, a troop

leader in the Boy Scouts, and president of the high school's Political Club. His College Board test scores were all in the 700s (800 is perfect) and he graduated sixth in a class of 704 boys and girls. His community, Maplewood, New Jersey, was a snugly upper-middle class one with a large minority of successful Jewish businessmen and professionals. Rudd's father, a Polish emigre whose name originally was Rudnitsky, is a former Army lieutenant-colonel and now a fairly well-off real estate dealer. The Rudds' only other son, David, is already a practicing lawyer. A Columbia admissions officer who interviewed Rudd early in 1965 remembers him as "a somewhat tense, rather introspective fellow with high ideals who seemed to be searching hard for something important to do in life." He recalls also that he was "a bit sullen, but engagingly straightforward."

Rudd had a respectable freshman year. He studied fairly hard and collected a mixture of A's and B's for grades, just missing the Dean's list. For extracurricular work, he volunteered for the College's Citizenship Program, the remarkable student-run activity in which over 500 of the College's 2,700 students annually work in prisons, ghetto areas, psychiatric and rehabilitation stations, and the like as a social service. Rudd tutored youngsters in Harlem.

The next academic year, as a sophomore, Rudd, disturbed about the Vietnam war, discovered radical politics and switched his extracurricular interests primarily to anti-war activities. He joined the Independent Committee on Vietnam, a vociferous campus group that opposes not only the Vietnam involvement but all U.S. involvements in foreign situations. Since many of the 100 or so students associated with the I.C.V., as it is called, had an overlapping affiliation with the Students for Democratic Society, Rudd also plugged into that group.

(Student organizations, especially the political organizations, are extremely loose and shifting these days. Officers, dues, committees, formal meetings, official policies, and all that are regarded as "Mickey Mouse"—childish, overly formal stuff to be avoided. Organizations form and collapse quickly, mostly when specific issues appear that need attack. For the bigger, tough-

er issues, like racism in America or the Vietnam war, organizations gather together and mix, like finger paintings, to form a "movement.")

Friends say that as a sophomore in 1966-67, Rudd became increasingly impatient, irascible, and action-oriented. The refusal of U.S. leaders to pull out of Vietnam really bugged him. "By the end of the spring term, he was almost a Maoist," recalls one classmate. His disgust mounted for President Johnson, for President Kirk, who refused to come out against the United States' involvement in Vietnam publicly (although Kirk privately had grave reservations about the conflict), and for the "stupid" middle class in America who sheepishly went along with the "senseless slaughter" of Asians. He had to be rebuked by the College's Dean's Office in the spring of 1967 for sitting in a Navy R.O.T.C. class on March 1 with the purpose of disrupting it.

When he came back to the Morning-side campus in September 1967, Rudd frequently appeared as furious and energetic as a newly-caged lion. He was convinced that drastic action—not just talk and picketing—has to be undertaken. In early October Rudd drew up a bold "Position Paper on Strategy for the Rest of the Year." In it he stated that SDS students had to move beyond a mere "posture of radical action." A carefully prepared, direct assault on the University was now necessary "to end university complicity with the war: I.D.A. (Institute for Defense Analyses), N.R.O.T.C., C.I.A. contracts, recruiting, etc." Said Rudd, "We're going to have to develop the two things which we lack now—a coherent strategy and an effective organization." Rudd proposed a timetable of action, from the formulation of strategy for the campaign in early November, 1967, to "Phase V, Mass Action" in April, 1968, when there was to be "A sit-in at Low Library which, after one day, turns into a general strike. University capitulates."

To pull the assaults off, Rudd argued, SDS had to succeed in one vital area: "The radicalization of students—showing people the connections in the liberal structure, showing them how our lives are unfree in this society (and at Columbia), getting them to act in their own interest." Without this the

take-over would fail. "We can never force the University to submit to our demands unless we have behind us the strength of the majority of students on campus." To mobilize student support, Rudd urged "a steady stream of propaganda and exposures," as well as a series of limited actions such as "harassments of recruiters and N.R.O.T.C.

classes" and spontaneous demonstrations was imperative.

What was evident in the position paper was Rudd's single-mindedness about striking a blow at the Government's war effort through actions at Columbia, and his confidence in the manipulability of Columbia's students. Conspicuously absent in the document

*Mark Rudd, chairman of the Columbia SDS chapter, addressing a rally on Low Plaza. To strike a blow at the U.S. war effort, he felt the students and faculty had to be "radicalized," the Administration wrecked.*







were such traditional SDS concerns as help for the poor, for Negroes, and for student power in running the universities. Rudd recently told a New York *Times* reporter, "I was never really attracted to civil rights. There was too much idealization of Negroes and they didn't seem too effective. I've always felt a tremendous barrier between me and blacks."

Mark Rudd, and those few others who supported him were not able to muster much enthusiastic support for the position paper. One of the things that his plan required was much tighter organization and, as he put it, "commitment to the work necessary to win." But the SDS has from its beginnings prided itself on its egalitarian and floating structure, its absence of strong internal discipline. In 1966 SDS even voted to abolish its own offices of President and Executive Secretary on the grounds that such positions allowed too much authority and replaced them with three National Secretaries and an 11-man National Council.

To some, Rudd's ideas seemed like an alien Leninist imposition of party control. Also, many SDS followers are fine young scholars, and they balked at the suggestion of curtailing their studies to work night and day for a university takeover. Then too, Rudd's proposals had a methodical quality, a smell of probable violence in them, that scared off students who preferred to stay loose and non-violent.

Lastly, the SDS group had as its chairman College senior Ted Kapchuk '68, an effective speaker and authority-baiter but a personally amiable and not entirely dedicated radical. He and SDS's chief Sundial orator, Ted Gold, a former classmate of Kapchuk's at New York's Stuyvesant High School, both came out of a background of intellectual radicalism of a Trotskyite bent. It is a background that is rather ideological in its anti-capitalism and anti-imperialism, one unaccustomed to the new trend toward swift action and brawling, guerilla-like street fighting.

Though Rudd's approach remained a minority one within SDS, he and his colleagues decided to put portions of their action-oriented program in operation anyway. He lashed out at everything at Columbia even remotely connected with military and government activities, and he fought off-campus,

too. He was arrested for a virulent attack against Secretary of State Dean Rusk outside a midtown hotel in New York on November 15, 1967. On February 24 he helped stage an illegal sit-in inside Dodge Hall, blocking the door of the campus job interviewer from Dow Chemical Corporation, a leading manufacturer of napalm. Earlier President Kirk had stated that picketing inside University buildings was improper because such action makes noise and hampers the movement of persons in a way that directly interferes with classroom instruction and work in the buildings, and is hard to keep non-violent. (Peaceful outdoor picketing, rallies, and demonstrations have long been an accepted practice at Columbia.) The February 24 sit-in was done despite an undergraduate student referendum on November 1 in which 67.3 per cent of the students voted to continue open recruiting, despite a College Faculty vote on November 14 also backing free campus visits by corporations, and despite the objections of some SDS members.

But Mark Rudd had become a revolutionary and had risen above majority rule. Five weeks before the illegal February 24 sit-in (which the College's Associate Dean for Students Alexander Platt decided, to many people's surprise, not to punish as an illegal act), Rudd had requested permission to leave the College briefly to visit Cuba in January. He came back with enthusiastic reports of how marvelous everything was in that state. (His reports, printed in *Spectator*, the College's caustically liberal daily newspaper, drew the fury of others at the University who had other knowledge of life in Fidel Castro's territory. One of the respondents, a Mr. Perez, wrote in a letter to the *Spectator* editor, "As a Cuban citizen born in that beautiful country, I am disgusted and outraged at the pack of lies, distortions, and absurdities that a Mr. Mark Rudd has been trying to pass as facts . . .") Additionally, fired with the guerilla spirit of Ernesto "Che" Guevara, Rudd was more than ever convinced of the necessity, the morality, even the beauty of a liberating upheaval.

Only two weeks before the illegal February 24 sit-in, after Rudd had returned from Cuba, several Columbia students attended a weekend regional

SDS conference at New York University's Weinstein Residence Hall on February 10-11. The purpose of the meeting was to figure out ways of locally implementing a decision reached by the SDS's National Council during the Christmas holiday of 1967-68 at the University of Indiana. Basically, the decision was that SDS members had to enter a new third stage of political theory and practice. Begun in dissent and reform, SDS had moved into resistance and sabotage; now it was time to move into revolution and head-on clashes.

As stated in *Firebomb*, the SDS newsletter, in early February, SDS was taking a "major step forward" in their struggle, one that was a matter of life-and-death for SDS. Said the editorial: "A serious organization consciously seeking to develop a revolutionary practice creates a life-or-death dynamic within the society it is trying to destroy and recreate."

What the SDS National Council decided in Bloomington was to adopt the so-called "Ten Days in April" plan, whereby SDS members and their allies would spark 10 days of disruption and violent confrontations at leading American colleges and universities between Sunday, April 21 and Tuesday, April 30. As reported in *The Chronicle of Higher Education*, January 15, 1968, by an on-the-scene observer, Greg Calvert, one of the SDS national leaders, declared the last 10 days in April "a time to shake the empire." Another one of the 200 students in attendance called the period, "a time for aggression."

The SDS plan, in keeping with the organization's looseness and centrifugal tendencies, urged that each campus chapter select its own methods and targets. The SDS national leaders cautioned, however, against getting too hung up on specific issues or particular reforms. The report said, "SDS does not attack university complicity with the war, but the university as an integral part of the corporate structure which necessitates and wages imperialist wars."

The SDS newsletter *Firebomb* pointed to the need for greater discipline within its ranks and told readers of the plan "for pulling our organization together as a real political force in America." One SDS writer from New York

urged: "We've got from now until April to organize the hell out of this city. Then we open up and confront the power structure and the people, and if we survive the confrontation we organize some more."

According to one person who attended the N.Y.U. conference, there were about 175 people, mostly students, there. The general feeling was that the overthrow of American society was not possible yet, but SDS had to begin "pre-revolutionary" activities. These activities were to be of a provoking sort, designed to force numerous levels of authority into violent police or National Guard action against students and Negroes. The purpose of these activities was "educational"; they were to instruct and "radicalize" people. By unmasking what they believed was the fundamentally brutal, "fascist" nature of the supposedly tolerant, democratic leaders and thus stirring hatred for government figures, military authorities, university leaders, and the police (and earning sympathy and strength for the SDS leaders), it was hoped that the stage could be set for an ultimate SDS-led confrontation, which would smash the system and its power structure and usher in a saner, more peaceful, more genuinely free era.

During the pre-revolutionary period, SDS members had to keep up a steady demand for more and more control over all the institutions in society, it was suggested. At the SDS Radical Education Project conference at Princeton University a year earlier, organizer Jerry Tenney argued that SDS members should work for "control over the universities." In the subcellar games room of N.Y.U.'s Weinstein Hall Tenney again insisted, "The thing we have to ask for all the time is control."

Columbia graduate student Steve Halliwell, who had been writing blistering articles for the *New Left News*, "The Journal of the Columbia University Students for a Democratic Society," offered the N.Y.U. conference group a written proposal to highlight the "Ten Days in April" program in New York: a "Financial District Festival." The paper proposed that the SDS students lead a temporary seizure of the whole Wall Street area, with each of the local SDS chapters and special discontent groups choosing their own places of

attack and occupation. "Columbia could burn Grayson Kirk in effigy in front of Socony Mobil (or IBM or Chase Manhattan, for that matter), NYU could go to First National City Bank or any other target they find appropriate. . . . Artists and writers would have no problem finding their own targets in the nerve center of imperialism. The South African people could do their thing at Chase Manhattan. . . ." Halliwell suggested: "Our aim is not to close down one entrance to one building, but rather to occupy the area and exploit its many wonders. The intricate little cross-streets of lower Manhattan can work for us in that context, not against (*viz.* Paris workers during the last three Republics)." What about the cops? "Probably there will be some fighting, and we will have to be prepared to deal with that. But a highly mobile demonstration with more than enough ugliness to attack need not attempt to hold its ground in any particular spot."

Halliwell's imaginative *pièce de résistance* was not accepted; it was thought to be too audacious given SDS strength and support at that moment.

The NYU Conference that February 10-11 also helped steel Rudd in his determination to conduct revolutionary activities.

In mid-March the SDS members at Columbia met to elect new officers. Rudd ran for chairman and won in a close election. As the new chairman, Rudd wasted no time in installing new vigor, discipline, and determination into the 125 or so students in SDS. On March 27, he led about 110 students into Low Library during the noon hour in a protest against both the ban on indoor demonstrations and the University's membership in the Institute of Defense Analyses, or IDA. Carrying placards and chanting slogans, the group rushed to the door outside the offices of President Kirk and Vice President Truman. Rudd demanded that Dr. Truman come out and meet with the group in the domed Rotunda. Someone shouted, "Tell him no pies in the face." (The previous week the director of New York City's Selective Service was struck in the face with a lemon meringue pie while speaking at Columbia.) Dr. Truman said he would meet only with three representatives,

not with an angry mob. The SDS crowd then stalked off to the office of Vice President for Business Thomas McGoey, who said he had seen their petition of 1,400 names urging disaffiliation with IDA, but declined to argue with them in the hallway. Rudd then shouted, "There's one more of these swine around," and the demonstrators dashed down to the office of Dr. Warren Goodell, the third of Columbia's vice presidents. Dr. Goodell, however, was out to lunch.

Just before one o'clock Dr. David Truman left his office for an appointment with Dr. George Fraenkel, dean of Graduate Faculties, in Philosophy Hall. Rudd and his fellow students rushed out in front of him and locked arms in front of the door to prohibit him from entering the Philosophy building. When the Academic Vice President tried to open the door, the SDS group pushed him away. "I have an appointment," said Dr. Truman. Mark Rudd retorted, "Adolf Eichmann had appointments too." The University's popular and scrupulously fair Proctor William Kahn, finally persuaded the students to let Dr. Truman into the building.

This noon-hour rush on Wednesday, March 27 was important in several ways. It revealed to Columbia's administrators, who were unaware of SDS's recent escalation of tactics and struggle, the new mood of the SDS group—sportively truculent and belligerently profane. It made further transparent the desperate itch of SDS for a rough-house confrontation, an incident to catapult them into bigger things, a thing the deans and administrators had become aware of earlier in the year. "They again appear to be daring us to clamp down on them roughly," said one University official. That March 27th afternoon they demanded in a letter to President Kirk that Columbia resign from the IDA consortium and that any professor working on IDA projects be fired from the University. "Until Columbia University ends all connections with IDA we must disrupt the functioning of those involved in the daily disruption of people's lives around the world." (This letter was circulated to all faculty, with Dr. Kirk's reply, in the *Columbia University Newsletter*, April 15, 1968.)

And, the Low incident obliged the



*Dr. Moran Weston '30 speaking at the Martin Luther King Memorial Service in Columbia's St. Paul's Chapel on April 9, 1968. Everyone held hands and sang "We Shall Overcome." But SDS leaders (white) shocked the mourners by disrupting the service to make wild allegations.*

University and College officials to enforce the rule against indoor demonstrations.

It did. Shortly after, Rudd, SDS vice-chairman Nick Freudenberg, and four members of the SDS steering committee (John Jacobs, Ted Gold, Ed Hyman, and Morris Grossner) were asked to come to the College Dean's office to discuss their role in leading the illegal demonstrations. In a brazen move, they refused to do so, and demanded instead "open hearings" of their cases. On April 17, six days before the fateful Tuesday on which the

turbulence began, and after weeks of attempted talks and an April 12 meeting with SDS leaders on the "neutral" South Field grass, Associate Dean Platt wrote a terse letter to the leaders informing each one that if he did not respond to the Dean's letter and come to the College office, each would be suspended from Columbia.

What really brought Mark Rudd to the attention of the University community, though, was his electrifying stunt at Columbia's memorial service for the Rev. Dr. Martin Luther King, Jr. in St. Paul's chapel on April 9. The University chapel was overflowing with mourners—faculty, administration, and students, including nearly 100 of Columbia's black students. An additional 1,000 professors and students huddled outside the chapel's decorative doors. The feelings of sorrow,

of the stupidity of prejudice and violence were so pervasive and profound that hardly anyone spoke. Heads were bowed and eyes moist. The service was somber and stately. After the Rev. Dr. Moran Weston '30, a Negro and a noted Episcopalian minister in Harlem, read moving passages from Dr. King's writings, everyone in the Chapel, some 1,300 strong, held hands (except Dr. Kirk, who was seated at the rear of the chancel) and sang all the verses of "We Shall Overcome." It was an unprecedented act for Columbia's intellectual, unsentimental, non-hymn-singing population. Slowly, Vice President Truman rose to deliver a somber eulogy.

Suddenly Mark Rudd, seated in one of the front rows, leapt to his feet. He walked up and seized the microphone, and denounced Dr. Truman's forthcoming speech as "an obscenity," and



the whole service as "morally outrageous" since, he said, Columbia had followed a long and consistent "racist policy." About 20 of his fellow SDS members applauded loudly, then got up and followed Mark Rudd out of the chapel.

The mourners were stunned and appalled. Whispers of "Shame," "Blasphemy," and "Incredible bad taste" could be heard. One person at the rear of the Chapel, who watched Rudd storm out—quivering, transfixed, and eyes bulging—said, "He's gone mad." Many of Columbia's students said after the service that they were outraged,

especially since Mark Rudd and the SDS leadership had been largely antiwar in their concerns and had played down Negro problems in the past year.

When the mourners left the Chapel, they were handed a mimeographed sheet from the Columbia SDS that had an entirely new thrust. It demanded, among other things: "an immediate halt to the construction of the gymnasium in Morningside Park, with reparations for damaged park land"; redefinition of the concept of the 'university community' to include local residents, neighbors, and university workers"; and "total community control over the [Ford Foundation's] \$10 million Urban Affairs grant." It also asked for "the incorporation of Black arts and culture in the regular College curriculum," something that was already in effect in some measure at Columbia and which recently had been added to by the announcement of a new course in Negro history beginning fall, 1968. Even the IDA was given a new twist in the leaflet. Now it was no longer a body engaged in war research but "an organization which produces weapons and control systems for the suppression of ghetto uprisings."

Said one professor, "Shockingly opportunistic." One student commented, "Holy cow, SDS has re-discovered the Negro!" The reactions were not entirely accurate because in late March and April Rudd and the SDS had begun to seek revolutionary support from *outside* the student population, because the students were not responding as well as SDS had hoped. SDS had begun including Harlem blacks, workers at or around Columbia, and Morningside dissidents in their literature. Revolutions do not live by young intellectuals alone, it had been decided.

Three days later, on Friday, April 12, President Grayson Kirk was scheduled to give a Founder's Day address on the occasion of the 225th birthday of Thomas Jefferson, at the University of Virginia in Charlottesville. He had completed the text the previous Thursday morning, several hours before Dr. Martin Luther King was shot on April 4. For Dr. Kirk, the speech was a very important one. He had become convinced that there were several new trends that were dangerous for American society, and he had stayed up several nights laboring over each paragraph of the talk, writing and rewrit-

*President Grayson Kirk speaking to College students at a recent Dorm Council-sponsored Fireside Chat. For two hours, twice a year, the President and undergraduates have an informal question-and-answer session. At the University of Virginia this April 12, Dr. Kirk said, "We should not be afraid to remember Jefferson's counsel that each generation should be prepared to examine its political institutions and to reshape them as might be necessary in order to meet more adequately the needs of the time."*



ing in longhand on a legal pad. It turned out to be an extraordinarily prescient speech.

At the University of Virginia, following some laudatory remarks about Jefferson, President Kirk said:

In many ways our society is in a more perilous condition than at any time since the convulsive conflict between the states a century ago. . . . Our nation is in trouble.

The enumeration of our present difficulties and dangers would ruffle even the calm temperament of a Jefferson. At home, disrespect for law and authority has reached such a level of acceptance that its natural concomitant, resort to violence, has almost achieved respectability. . . . Our young people, in disturbing numbers, appear to reject all forms of authority, from whatever source derived, and they have taken refuge in a turbulent and inchoate nihilism whose sole objectives are destructive. I know of no time in our history when the gap between the generations has been wider or more potentially dangerous. . . .

Youth protest movements erupt from time to time even in authoritarian communist states. One senses in the countries of Western Europe, as here, a general unease, a feeling of drift and uncertainty as social systems lose their traditional rigidity and as political leaders struggle to cope with the bewildering problems of governing an urban, technologically advanced, industrial society.

Dr. Kirk went on to say that while youth too often tends toward facile criticism and no concrete suggestions for improvement, the adult world also has too little inventiveness and lacks constructive ideas. "The plain fact is that we do not know how to solve the new problems that confront our society. They are too new, too complex, too immense in magnitude, and neither our experience nor that of other peoples is of much help to us as we grope for answers." He cited the nation's cities as an example of our seeming helplessness.

Look for a moment at one single fact of this problem of the metropolis, the matter of public welfare. The mass migration of largely indigent people to great metropolitan centers has created an administrative and financial nightmare for welfare agencies. In New York City alone we have today almost twice as many people on relief as during the depths of the depression. We have more dependent children than the entire population of Omaha or Akron. The cost of our city welfare programs now exceeds a billion dollars a year.

No one knows how much of this

burden properly should be carried out by the city, the state, or the Federal government. No one knows whether dependent mothers of large families, when there is no father present, should be left at home on relief to rear their children or whether it would be better to encourage the mothers to become employed and to provide for the children during work hours at Day Care Centers. No one knows how the vicious cycle of dependency, which threatens to go on generation after generation, can be broken. We do know that the present, improvised system is hopelessly inadequate, and that is almost all we know.

And yet ours is certainly the most affluent and perhaps the best educated society in history.

In the midst of this brooding analysis, Columbia's president made two startling suggestions. One was "the need for this country to extricate itself as quickly as possible from its current involvement in Vietnam. No other item on the national agenda can be dealt with effectively until this has been done. Not one of our great social, economic, or political problems can be made manageable until this conflict can be brought to an end." Said Dr. Kirk, the Vietnam engagement has produced "more bitter dissension than any issue since the tragic War Between the States," and has tended "to elevate civil disobedience into a civic virtue." The strong stand made President Kirk one of the first American university presidents to take a public position on this burning matter.

Even more surprising was his other suggestion—that Americans consider a radical re-casting of the nation's entire political structure and system of institutions.

Our problems, urban, industrial and social, are so great in magnitude and so complex in nature that they can be dealt with efficiently only by a greater concentration of governmental authority than our democracy has been constructed to provide or our people are prepared to support.

We have always said proudly that though our democracy may be a clumsy form of government, we accept this inefficiency as a reasonable price for the protection of our liberties. But today, though we cling to our liberties with appropriate passion, we demand from our government a degree of efficiency that our system was designed to make almost impossible.

I do not conclude that we should now abandon our liberties in the interest of efficiency. The price would be too great. But we cannot forever have

our cake and eat it too. We should not be afraid to remember Jefferson's counsel that each generation should be prepared to examine its political institutions and to re-shape them as might be necessary in order to meet more adequately the needs of the time.

Later on, Dr. Kirk, a former professor of government and international relations, added, "We are trying to operate a complicated and sensitive society with mechanisms devised for the needs of a simpler day." There is a distinct danger, argued Dr. Kirk, of "drift further into sterile and divisive conflict."

In his concluding paragraph he explained how he had taken the title of his address, "The Umprirage of Reason," from Thomas Jefferson's Third Annual Message to Congress. "There he spoke eloquently of 'cultivating general friendship, and of bringing collisions of interest to the umprirage of reason rather than of force.' In the years ahead we shall have to remember this counsel."

Hardly anyone in society today pays much attention to the speeches of university presidents. So almost none of the faculty or students at Columbia were aware of the contents of the University of Virginia talk, except the announcement in some newspapers that President Kirk had come out against the Vietnam war, and taken a swipe at student "nihilism." (President Kirk so avoids chest-thumping ballyhoo that Columbia is probably the only major university in America without a vice president for public relations.)

But at least Mark Rudd and his SDS colleagues might have been amazed to discover that the Columbia official who had become in their eyes the most hated representative on campus of the capitalist-imperialist Establishment agreed with them that the Vietnam engagement ought to be concluded as rapidly as possible and that American society needed to "re-examine its political institutions and re-shape them," as Dr. Kirk put it.

Mark Rudd was not unaware of President Kirk's Charlottesville speech. He had read the brief review of it in *The New York Times* of the next day. Rudd was stung by Dr. Kirk's reference to the "turbulent and inchoate nihilism" of an increasing proportion of the young, which the newspaper mentioned. He and a few of his fellow SDS students decided to respond in their own news-

paper, the first issue during his chairmanship, Volume III, number 1. (The new SDS incumbents decided to change the name of the paper from *New Left News* to *Up Against the Wall*. The headline read "April 22, 1968—The year of the heroic guerilla" and one full page inside the eight-page sheet was given over to a double portrait of Ernesto Guevara above the signature, "Che." Underneath the portraits was the sentence, "The duty of every revolutionary is to make the revolution.")

Rudd's response was titled "Reply to Uncle Grayson." It read in part:

Dear Grayson,

Your charge of nihilism is indeed ominous . . . Though it is not true, your charge does represent something: you call it the generation gap. I see it as a real conflict between those who run things now—you Grayson Kirk—and those who feel oppressed by, and disgusted with, the society you rule—*we*, the young people.

You might want to know what is wrong with this society since, after all, you live in a very tight, self-created dream world. We can point to the war in Vietnam as an example of the unimaginable wars of aggression you are prepared to fight to maintain control over your empire. (Now you've been beaten by the Vietnamese, so you call for a tactical retreat.) . . . We can point to this university, your university, which trains us to be lawyers and engineers, and managers for your IBM, your Socony Mobil, your IDA, your Con Edison (or else to be scholars and teachers in more universities like this one). We can point, in short, to our own meaningless studies, our identity crises, and our revulsion with being cogs in your corporate machines as a product of a reaction to a basically sick society.

Your cry of nihilism represents your inability to understand our positive values . . . We do have a vision of the way things could be: how the tremendous resources of our economy could be used to eliminate want, how people in other countries could be free from your domination, how a university could produce knowledge for progress, and not waste consumption and destruction (IDA), how men could be free to keep what they produce, to enjoy peaceful lives, to create. These are positive values—but since they mean the destruction of your order, you call them "nihilism." In the movement we are beginning to call this vision "socialism." . . .

You are quite right in feeling that the situation is "potentially dangerous." For if we win, we will take control of your world, your corporations, your university and attempt to mold a world in which we and other people can live



*"If we win, we will take control of your world, your corporations, your university, and attempt to mold a world in which we and other people can live as human beings."*

MARK RUDD

as human beings. . . . We will have to destroy at times, even violently, in order to end your power and your system—but that is a far cry from nihilism. . . .

There is only one thing left to say. It may sound nihilistic to you, since it is the opening shot in a war of liberation. I'll use the words of Leroi Jones, whom I'm sure you don't like a whole lot: "Up against the wall, motherfucker, this is a stickup."

Yours for freedom,  
Mark

In another article in *Up Against the Wall*, by student Bob Feldman, "The King Memorial—Why We Disrupted," the author said, "In pursuit of Justice the revolutionary is compelled to act at all appropriate times." One other piece, "McKennedy or Sabotage?", by College sophomore John Jacobs (who withdrew from Columbia in early March) blasted both Eugene McCarthy and Robert Kennedy as Presidential candidates, and contended:

There is only one way to save America and that is by revolutionary upheaval.

Our tasks can then be specified. When America's rulers fight wars like Vietnam, our task is disruption, obstruction, and sabotage. When the army invades the ghetto, our task is counter-terror, directed against the symbols of oppression, the state and the capitalists, and against their repressive apparatus, according to the revolutionary principle of Three for One. For ourselves our task is to mobilize our generation . . .

The day after *Up Against the Wall* was distributed, Associate Dean Alexander Platt finally received a visit from Rudd and the four other SDS leaders (one had dropped out of school) who had been charged with actively participating in the Low Library indoor demonstration on March 27. When they arrived on Monday, April 22, Dean Platt asked them if they wanted to admit guilt or plead innocence, and if they would explain their side of the Low Library affair. They refused to answer, so the dean of students, because they had not denied their role, placed them on disciplinary probation for the rest of the semester (five weeks), with the warning that one more disruption of University life would cause him to ask for their suspension or dismissal from the College. The SDS students, who regarded the rule against indoor demonstrations as a politically motivated rule to "stifle dissent" and hamper their confrontations on the campus, left Hamilton Hall in a huff.

A few days earlier, Rudd and SDS had already announced that they intended to seek another "confrontation" in Low Library, the University's chief administrative building. The move angered a great number of Columbia students, who had begun to grow weary of SDS's incessant demands, slashing accusations, and disruptions; and a group called the Students for a Free Campus was re-activated. It was an *ad hoc* group that had formed the previous October to promote open recruiting and the continuance of free speech at the University. On Monday morning, April 22, the Students for a Free Campus distributed a mimeographed sheet throughout the campus. It read:

Tired? Tired of an organization that claims to represent you and doesn't? Tired of a two-standard university that gives virtual immunity to SDS agitators while you are subject to immediate suspension if you toss a paper airplane out a window?

Tired of an environment where you cannot listen to a guest speaker and be sure he won't be physically harassed by SDS? Of an environment where your sacred privacy of worship is allowed to degenerate into political showmanship? Must one group be allowed to dictate this university's future?

On Tuesday, April 23, SDS plans another disruption against IDA. The most distasteful aspect of this demonstration is that SDS plans to embarrass our deans through physical coercion,



and force the deans to add more names to those of the "infamous seven" up for suspension. The question is not one of liberalism vs. moderation. It is a question of whether democracy can survive on a campus dominated by one faction victorious only through physical coercion.

Be there. . . . Can democracy survive at Columbia University? Will Mark Rudd be our next dean? Be there on the 23d—prepared.

#### STUDENTS FOR A FREE CAMPUS

That Monday night, April 22, the SDS called an emergency meeting in Fayerweather Hall. According to Robert Stulberg, a *Spectator* reporter who apparently was there but did not report about the meeting until the May 10 issue of his paper, "A sense of urgency seemed to pervade the meeting room." Said Stulberg: "During the course of the meeting the body passed a broad outline of future plans entitled, 'Proposal for a Spring Offensive Against Columbia Racism.' The outline, which was intended 'for internal circulation' only, was passed almost whimsically by a unanimous vote of the general assembly. Most SDS members at the meeting laughed when Steve Komm '70 read off a list of militant actions planned for April and May. The biggest laugh came, however, when Komm announced that on May 7 SDS will 'occupy and blockade' Low Library 'until the University capitulates on our demands.'"

Tuesday, April 23, was a cool but sunny day. There was a usual amount of milling around on campus by students late that morning. Acting Dean Coleman of the College had asked dozens of faculty members to be present at the SDS Sundial Rally that noon to help prevent violence, so some of the instructors without an 11:00 a.m. class had arrived early and were talking outdoors with students on College Walk. Among the students there was debate about the sudden abandonment of the source readings and the use of original documents in the famous required Contemporary Civilization at the College. The change to the use of paperback secondary sources next year had been announced the day before. There was talk also of the new course in Afro-American history that was to begin next fall, and argument about whether it was acceptable to have a white, Eric Foner '63, teach it.

Also discussed were such topics as



*"The question is not one of liberalism vs. moderation. It is a question of whether democracy can survive on a campus dominated by one faction victorious only through physical coercion."*

#### STUDENTS FOR A FREE CAMPUS

the new "black power" mood of the Negroes; the shift of the Citizenship Council's leaders into the business of encouraging racial violence, especially against Columbia's proposed gymnasium, and aiding the SDS's "spring offensive"; the pros and cons of *Spectator*, the student paper, siding for the most part with the student radicals ("I'm glad they're committed," "No, they should be objective."); the size and composition of the opposition to SDS, especially the rejuvenated Students for a Free Campus; and the degree of ineptitude of the Administration and the unconcern of Columbia's professors.

The mood was expectant but relatively light, even mocking. One College senior quipped, "You are about to watch the *real* sexual revolution. Instead of attacking Barnard girls in a panty raid, the students will attack their father images in a new kind of raid." Another, alluding to the scheduled luncheon-talk sponsored by the Menorah and Jewish Graduate Societies on "The Alienation of the Jewish Intellectual" that very same noon hour in Earl Hall, said, "I guess the meeting will be shifted to the Sundial." (Nearly all the leaders and many of the members of Columbia's SDS chapter are of Jewish faith.)

But most of the conversation was, of course, about SDS, and the possible violent showdown that early afternoon.

The Students for a Free Campus had issued another flyer called "Cool It for Victory." It said, "We will have as many students as possible on Low Plaza and the steps," in an attempt to halt the SDS invasion of Low Library by having a protective picket line in front of the building. It continued, "We are going to be on TV and in the national press, but instead of a blurry film of flying fists, we are going to give them a real show. SDS will have to wade through our picket line to break the rules, to trample our rights; and America will watch them. So cool it. This time we are going to win by making SDS look like dirt."

The SDS radicals had published their rationale for the noon hour rally in that Tuesday morning's *Spectator*. "The two questions at issue are: shall the University continue to support materially the U.S. Government's imperialist policies at home and abroad? Shall the University repress political activity against it? Join us today in demanding: 1) An end to Columbia's ties with IDA. 2) That no one will be punished for opposing Columbia's unjust policies, 3) That all accused [the six who were put on probation for the Low demonstration] be granted their rights to open public hearings before students and faculty with full rights of due process." Surprisingly and conspicuously missing was any reference to Columbia's new gymnasium in the three demands.

Hence, when the lanky, 20-year-old Mark Rudd stepped up on the Sundial podium at 10 minutes past noon on Tuesday, April 23, the crowd of 300 listeners, two-thirds of them curious onlookers, grew quiet to hear his words.

Rudd began rather matter-of-factly. Behind him, on the long mall from the base of the Sundial to the entrance of Butler Library, was a brilliant blaze of tulips of various colors in full bloom. South Field was bright green from the early spring rains and the care of the University's gifted horticulturist, James Beckley, and his staff. Directly behind Rudd, on the podium with him, were several of the aides. One held a large poster saying: "Open hearings for the IDA Six. End University Racism. End University ties with IDA." Another held up a white cardboard on a stick reading "Kirk is illegitimate."

Rudd spoke facing toward Low Library. Up on the Low steps, behind the

statue of Alma Mater, about 200 students had formed a moving, narrow oval of picketeers with signs also. Theirs read: "Is the Rule Book a Joke Book?" "It's Our Campus Tool!" "Persuasion, Si, Coercion, No." "Send Rudd Back to Cuba" and "SDS Must Go." Rudd glanced up at them occasionally but his eyes were directed most of the time at the members of the crowd around him, particularly his 100 or so supporters in the front rows.

He told the crowd that President Kirk and the Trustees, "who run this school completely," are part of the small ruling group, with connections in business, the military, and the government, that runs America and oppresses the people, especially the young, the poor, and the Negroes. Through agencies like IDA, Rudd alleged, Dr. Kirk also helped the forces of imperialism. Rudd hammered away at IDA and Vietnam, special grievances of his. He also denounced "Kirk's ban" on indoor demonstrations and Associate Dean Platt's decision to put the SDS leaders on probation as a "reprisal," "a ruthless attempt to suppress dissent," a naked move to "get us."

His audience grew, as additional onlookers and SDS sympathizers swelled the crowd to nearly 600. There was surprisingly little applause for Rudd's remarks, but almost no heckling either. Some in the crowd seemed to think that Rudd and SDS were being melodramatic and peevish. Student comments like "This rally is silly," "Both sides are idiots," and "Rudd's push for no punishment for himself and his buddies is blatantly self-serving," were frequent. One faculty member at the crowd's edge said, "Real middle-class stuff. They want their rowdy brawls, but they also want to go scot-free so they can make it into law school or medical school." At one point the crowd broke into laughter, to the annoyance of another SDS speaker, when a student with an angelic grin waded through the listeners with a placard "Warmth Picnic, Sunday 1 P.M." Few of the faculty members seemed to take Rudd's rhetoric very seriously.

After two or three other speakers had harangued, Rudd mounted the podium again. He held high a letter he had received from "that son of a bitch Dave Truman" a few hours earlier. He read it aloud. In it, Dr. Truman had offered

to meet with the SDS leaders and any others in McMillin Theater "immediately" to discuss any and all University matters they wanted to challenge. After he finished reading, Rudd asked his constituency around him what they felt SDS should do. Should they meet with Truman?

There followed four minutes of "participatory democracy." The technique is a fascinating one, and one used regularly by the New Left. At any juncture in a course of action where a decision is required, the leader consults his followers by presenting what he regards as the choices open. (The participation is thus restricted narrowly to the matter at hand.) Individuals among the group offer ideas and tactics, some wild, some shrewd, some cautionary, some comical. Other individuals often offer objections to the previous suggestions. Occasionally, the leader inserts a suggestion of his own. This usually happens fairly fast; the consultations generally take from three to twenty minutes, depending on the importance of the decision. As the suggestions dwindle, the leader sums up what he senses is the majority opinion. If he senses no prevailing view, he usually picks the two or three best tactics as he sees it and asks for opinions. The group indicates whether the leader has grasped the majority view correctly, or decides upon the best of the two or three tactics noted, and a decision is reached. All this is normally done by voice, although on rare occasions a hand vote is taken. The device is a form of consensus politics for the small group. During the next few weeks at Columbia, the SDS leaders and their colleagues used the quick democratic consultation several thousand times.

It is imperative to understand this "participatory democracy" device. It presupposes several things and makes difficult the carrying out of certain old-time revolutionary strategies. Participatory democratic decision-making in the midst of important actions assumes a remarkable degree of equality among the radical participants. *Anyone* in the group may determine the next piece of action if he or she convinces the group quickly of its worth. It assumes, too, a high degree of inventiveness and intelligence among the group. And, it presupposes virtual unanimity among the group about goals and a fair amount of openness about tactics. Lastly, it as-

sumes that all actions should have the assent of most of the participants.

The "participatory democracy" device of constant stock-taking means that somewhat reasoned discussions take place at all turning points in left-wing action. The discussions, however, are frequently grounded in rumor and surmise; their hurried nature precludes fact-gathering of an accurate sort. Mob psychology is often present, even though the groups are relatively small, and stampeding by forceful zealots is a problem. The position of the leader is a vague one. If he is strong-willed, witty, and clever, he can manipulate the group in its discussions; but if he is truly democratic and wide open, the leader may be little more than a front-runner and discussion leader.

What many older persons fail to grasp is that the central business of frequent caucuses gives New Left youth movements three special ingredients. One is an *improvisational quality*, which adults label erraticism, emotionalism, or confusion. Another is the *local nature* of decision-making and leadership. Adults like J. Edgar Hoover or the editors of the New York *Daily News* may still talk about outside Communist direction and control, but the idea is laughable to the constantly caucusing radicals. (The young egalitarian radicals, though, often fail to understand the extent to which their aims and behavior coincide unwittingly with outside Marxist strategies, or the degree to which they can surreptitiously be led along certain courses of action by Progressive Labor Party (Maoist) or other outside party adherents who infiltrate the young radical groups and throw out ideas for "spontaneous" courses of action at the caucus with a camouflaged cunning and pattern behind them.) Third, *contradictions and lack of clarity about goals and tactics* are evident frequently in radical actions. This is particularly the case in coalition movements of some size, since there are numerous *loci* of direction from the several different groups, each improvising as it goes along. Coordination and coherency is a huge headache for radical movements once they rise above small-scale, brief attacks. The New Left encourages each special group, and even individuals, to do "their own thing," yet they also seek "solidarity," both in purpose and maneuvers.



Columbiana Collection

## The Sundial, 1914

The Sundial on College Walk is known today as a convenient meeting place, a pulpit for student evangelists of all stripes, and a launching pad for campus protests.

What is less well known is that something else stood atop the flat, round podium until 1946, before most of today's undergraduate orators were born. For 32 years a 15-ton, 7-foot, granite "Sunball" conducted a silent filibuster there.

On the surviving pedestal of the Sundial is an ominous prophesy: *Horam expecta veniet* ("Await the hour, it will come"). The hour came for the Sunball on December 12, 1946, when University officials, fearing that two thin cracks in the large ball would split it into malevolent chunks, removed it. It was rudely retired to a Bronx stoneyard.

"Columbia Junks Famous Sundial" headlined the New York Times. *Spectator* editorialized: "Somehow, we never attached any sentimentality to the globular mass. None of us are astronomy majors, and we never could quite figure out what time it was by referring to the dial."

The Sundial was a gift of the College's Class of 1885 to Columbia on the occasion of its 25th reunion. It was designed by a member of the class, astronomy professor Harold Jacoby '85. The sunball served as a stylus for the timepiece that was accurate only one minute a day—at 12

noon. The noon hour was marked by the sphere casting its shadow on the bronze plates that are still present on the pedestal, and by notches on the plates corresponding to the days of the year.

The *Fortnightly Bulletin* of Columbia's Institute of Arts and Sciences said on March 26, 1915, "This is the only sundial of its kind in the world, and the granite ball used as the dial is the largest ball in the world turned from one piece of stone."

Originally the Class of 1885 proposed that the Sundial be placed smack in the center of 116th Street, the predecessor to College Walk. Manhattan political officials would not allow it because they felt it would be a hazard to the "fast-moving" traffic of 1910. University comptroller Frederick Goetze '95 suggested the present site, where he felt the Sundial "would be equally conspicuous and equally free from any danger of being overshadowed by adjacent buildings."

The Sundial was built atop the steps next to South Field, then an athletic field used for the College's football, baseball, and other games. It was officially presented to the University on May 26, 1914, at a large ceremony attended by professors, administrators, the Class of 1885 in academic dress, leading citizens, and numerous ladies in the finery of the day.

Anyway, Rudd and the group of nearly 200 SDS members and sympathizers went into a caucus about Dr. Truman's proposal to meet with them in McMillin. While 400 onlookers watched and listened, a swift, confused exchange took place about what tactics to use next. One student thought SDS should go to McMillin and demand that

Truman let "the students" decide the fate of "the IDA six" instead of Dean Platt. Rudd himself suggested that if SDS met with Truman it ought to be on *their* terms, with chanting and discussion of demands that they wanted. A student quickly agreed, "We should tell Truman what *we* want to do." Another said he thought that "no deals, no

compromises" should be made. Suddenly, one person shouted, "What about the plan to grab Low?" With that, a student dressed in a denim suit and sporting a red bandana jumped up on the Sundial. He was Tom Hurwitz, a College junior currently making a film on the hippies. Hurwitz said, "Yeah, let's go to Low." Whereupon the crowd of



### from Song 3

*In the midst of plenty, walk  
as close to  
bare.*

*In the face of sweetness,  
piss.*

*In the time of goodness,  
go side, go  
smashing, beat them, go as  
(as near as you can*

*tear.*

*In the land of plenty, have  
nothing to do with it.*

*Take the way of  
the lowest,  
including  
your legs, go  
contrary, go*

*sing.*

CHARLES OLSON  
*"Maximus Poems"*

onlookers parted as if a decision had been made, and the SDS members in front of Rudd turned about-face and began walking toward Low Library. Rudd and the other SDS leaders had to jump off the Sundial and race around the perimeter of the crowd in order to take a place at the front of their SDS constituency.

The group of 200 radicals looked as if they were headed for a fight with the 200 members of the Free Campus group, who were still circling on the flat areas above Alma Mater. Said one of the 1,000 observers, "It's like showdown time in a corny grade B Western movie." The 40 or so professors who had been observing the scene rushed to a position in front of the Students for a Free Campus, where they might prevent fisticuffs between the two forces.

Since Low Library had been officially closed for the day by President Kirk to prevent a brawl inside its halls,

where a priceless collection of Oriental art and sculpture is displayed, Rudd and the other SDS leaders veered to the right as they approached the student defenders of Low and headed for the southeast entrance of Low on the ground floor, the only open entrance. It was guarded by several members of the campus security police. Rudd stopped his group, then climbed up on a window ledge and asked, "O.K. What do we do now?"

This time the participatory democracy session was even more brief and confused than the one on the Sundial 15 minutes earlier. Someone suggested that the group go down to the gym site on Morningside Drive and 113th Street. That caught the fancy of about half of the SDS gang, who walked off in that direction, Rudd among them. The other half went back to the Sundial.

At the gym site, nearly 100 students stormed the cyclone fence surrounding

the building site, while eight New York City policemen tried to keep them from ripping up the wire fence. The students rushed like buffalo; the police pushed off and pulled away. The students succeeded in tearing down several sections of fence. As they did so, the police arrested Fred Wilson '70, who was particularly aggressive. Numerous of the radical students then kicked and punched a few of the police, especially one who had been knocked to the ground while trying to hold on to Wilson. Three policemen had to be taken to Columbia-Presbyterian Hospital. No students were hurt.

After 10 minutes of battle, the SDS combatants decided to quit the gym site. There was a third quick democratic discussion at Morningside Drive and 116th Street, led by Rudd and senior Ted Gold, at which the group decided to go back to the Sundial for the purpose of regrouping and "taking some real action this time," as one student leftist put it.

As the splinter group of activists were walking back to the Sundial, Ted Kaptchuk, the former SDS chairman, said to the crowd of perhaps 300 persons on College Walk, who had been listening to more speeches, "Let's all go down to the gym site. Stay away from the cops though. Be careful." About 75 students surrounding Kaptchuk started to go, but they took no more than 30 steps when they saw Rudd and the others returning to the Sundial. There was some muted laughter among the onlookers. "This thing's getting to be a farce," said one student. Said another, wearing a "Stop the War Madness" button, "I've lost faith in the SDS."

Then a black student named Cicero Wilson took the podium. Wilson, though only a sophomore, was such an effective advocate of black power that he had won election as president of Columbia's Student Afro-American Society. The bull-necked Wilson, a former captain of his high school football team and president of its honor society, and the graduate voted "most likely to succeed" by his class, appeared to be both pleased and disgusted with the thrashing about of the SDS whites. After expressing an appreciation for SDS' concern for black problems, he said, "but we black students are no longer going to stand for this kind of

action. From now on *we* are going to be in the vanguard, and SDS and its council can support *us*. You guys are not much better than Columbia. What do you know about whether the black people in Harlem want this gym or not?"

One other person spoke on the Sundial. Then Mark Rudd, panting, got up to talk. He told the crowd that "the cops got one of our men," and that now SDS had to get some Columbia official. "A hostage for a hostage," Rudd said. He ended, "We're going to close down this goddam university. We'll need more help, and we'll get it. Everybody to Hamilton Hall!"

It was 1:45 in the afternoon when the SDS members supported by a group from the Citizenship Council and joined by many members of the Student Afro-American Society, or SAS, marched into Hamilton Hall, the College's chief classroom building and the home of the Dean's office and the Admissions Office. The group, numbering approximately 200 students, hoped to confront Acting Dean Henry Coleman '46, but he was out. They decided to stay, chanting, "We want Coleman."

Ten minutes later, Dean Coleman entered the building, accompanied by University Proctor William Kahn. The crowd of demonstrators parted to let him walk to his door, then quickly surrounded him in front of the door. They demanded that the decision to put the "IDA six" on disciplinary probation for defying the Dean's Office be rescinded immediately, that the charge against the student arrested at the gym site be dropped, that the President's rule against demonstrating inside classroom buildings be dropped. The students were exceedingly angry, and some shouted obscenities. When Dean Coleman informed them that only the University's president had authority to do what they were demanding, they yelled that he should "bring Kirk and Truman here." Dean Coleman replied, "I do not intend to meet any demands during a situation like this, and I will not request that Dr. Kirk or Dr. Truman come here either." He then turned and went into his office, closing the door.

Mark Rudd then told the group, "We're not going to leave, and we're not going to let Coleman leave, till our demands are met." The group sat down in the Hamilton Hall lobby and

opened a meeting to decide what they should do next. While they were meeting, Associate Dean Platt and several faculty members coming and going to their offices in the building talked with the students, trying to convince them of the impropriety of their sit-in. Rudd and the other leaders were adamant. They set up a steering committee, which included several black students, to prepare for a long stay.

Meanwhile, two burly undergraduates from the Students for a Free Campus placed themselves in front of Dean Coleman's door, and a dozen others stationed themselves on either side of the Dean's Office entrance "to protect the Dean." Numerous other students at the edge of the cluster of seated demonstrators and outside Hamilton Hall began demanding that the campus guards "or somebody" remove "the pukes" from Hamilton Hall and free the dean. (One student explained the appellation "puke": "Just looking at

those dirty, bearded twerps with their sneers and their sloppy girl-friends is enough to make a guy vomit.") A crowd of approximately 600 spectators now gathered around the 200 protesters.

An hour later, shortly after 3:00, Dean Coleman came out of the Dean's office to plead again that the demonstrators clear the hall and allow him to leave. A sharp debate followed. Many of the protestors seemed to possess a deep, generalized hatred directed at no one person or no particular issue, although they were profanely abusive toward their dean and especially insistent on receiving no punishment from any source for any of their acts. In a test to find out whether the sit-in was an honest, conscionable act of civil disobedience (which accepts legal consequences for unlawful actions) or an insurrection (which does not recognize the legitimacy of prevailing rules), Dean Coleman asked, "Are those stu-

### *The Idea of a University*

*To have even a portion of you is the highest  
State to which a good article can aspire.  
It puts me beyond chance, necessity, anxiety,  
Suspense, and superstition, the lot of many.*

*Vaulters, whose hours are possessed by one pole,  
Take exaggerated views of the importance of height,  
Are feverish in the morning, and are  
Startled and depressed when they happen to fall.*

*When I am in difficulties, I originate vast ideas  
Or dazzling projects equal to any emergencies.  
I can remember to whom I am speaking.  
This is genius. Something really luminous,*

*Something really large. The earth smiles.  
The rocks are deranged over the sequence of ideas,  
Too violent to last before this giant fascination.  
And the hand opens its ten thousand holds.*

DAVID SHAPIRO '68  
in the Columbia Review



War is  
Hell, but  
fighting  
is fun.

Learning comes  
only from action.

What about  
our rights?

Cin  
g

Stop repressing our  
natural instincts.

Let  
o

We're so  
committed we  
can't be  
wrong.





lization-  
home!

the animals  
ecide.

Up against the  
wall, homo  
sapiens.

We'll  
negotiate if  
you're  
sympathetic  
enough.

We believe  
in strong  
non-violent  
force.

If only I  
could talk  
to the  
animals.



Handsome  
is as  
handsome  
does.



dents who refuse to let me leave my office willing to sign a statement to that effect?" The students shouted, "No, never!" The dean re-entered his office. He called Vice President for Academic Affairs David Truman and informed him that he was virtually being held a prisoner by 200 student rebels, mainly from the College and Barnard.

Dean Coleman's question caused considerable apprehension among some of the young scholars, who were not entirely sure that seizing hostages was their cup of tea. There was another meeting, but the stronger will prevailed. The apprehension was a sign, however, to the steering committee that it had to formalize its protest a bit more and seek additional support around the campus for their daring enterprise.

The steering committee collected itself. It took over the Citizenship Council's office in 311 Ferris Booth Hall for headquarters, started calling friends and SDS units at other colleges, and mimeographed a statement for campus distribution. The statement contained the first formulation of the later-famous "six demands." It read:

Join us! In Hamilton Hall now (Tuesday). We're staying until the following demands are met:

1. All disciplinary probation against the six originally charged must be lifted with no reprisals.
2. Kirk's Edict on Indoor Demonstrations must be dropped.
3. All judicial decisions should be made in an open hearing.
4. All relations with IDA must be severed.
5. Construction of the Columbia gym must stop.
6. The University must see that all charges against persons arrested for participating at demonstrations at the gym site are dropped.

Already there or coming are: Columbia Band, Soul Syndicate, extensive news media, Prof. Shenton, Prof. Collins, Prof. H. Brown, Prof. Larson, Prof. Zavlin, Prof. Danto, and more! Plus group participation by hundreds of students. You wouldn't want to miss it!!!

#### SDS & SAS

It was hardly a revolutionary document. At this point SDS still seemed more concerned about freeing their leaders and top activists from discipline, and about being allowed to practice their confrontation politics via indoor jaw-to-jaw sessions and open hearings where the press would be present. The document did capture

nicely the combination of gay prankishness and angry rigidity of most of the protestors in front of the Dean's door at this time.

Shortly after 4:00 Dean Henry Coleman came out of his office for the third time. He informed the crowd that Vice President Truman had offered to meet with them for a no-holds-barred dialogue in Wollman Auditorium. Although a few of the demonstrators thought it might be a good idea, the majority, especially the SDS leaders, rejected the offer promptly. Shouted one student, "We don't trust him. No meeting unless he gives us a show of good faith. Amnesty for everyone first!" Many of the others shouted approval. Dean Coleman went back into his office. One undergraduate demonstrator left Hamilton Hall, saying, "This mob isn't interested in resolving anything with anyone." Another, who stayed, said, looking deliciously naughty, "Why should we leave? This is so much fun."

Following the dismissal of Vice President Truman's offer to discuss the issues, there began a long tug-of-war between the faculty and deans and the revolutionary SDS leaders for the allegiance of the 200 protestors. Mark Rudd by now had become exhilarated, some witnesses say intoxicated, by the idea of a crippling blow against Columbia. Someone had secured a bullhorn and he and his colleagues began addressing the crowd in a magnified voice. To pump up morale and solidarity Rudd and the others read telegrams of support (which they had solicited), delivered harangues about the IDA and President Kirk, reported faculty support, "O.K. Listen. We just heard that Eric Bentley of the English Department and Serge Lang of Math are *with us!*"), promised visits from Dr. Spock, Harlem leaders, other celebrities, and the TV reporters, and discussed tactics. After 5:30 food, notably hamburgers and ice cream bars, were sent in by the armfuls. About 6:00, large posters of Lenin, Castro, Guevara, and Stokely Carmichael and several anti-war posters were hung up, and later red balloons and streamers of red crepe paper were tied to the seats and large white columns of the Hamilton lobby. The College building looked festive, as if it were the town hall in an

Albanian village during Lenin's birthday celebration.

Also around 6:00, Rudd announced that a delegation from the City College SDS had arrived to join the group. (Applause.) Shortly after, the arrival from Newark, N. J. of Thomas Hayden, the former national chairman of SDS, was announced and cheered. Hayden spoke briefly.

While Rudd and the others were working to give the sit-in an importance and a revolutionary mystique, professors and College officials were pleading and arguing with the protestors. History professor Orest Ranum told them that a number of professors had petitioned for an emergency College faculty meeting the next night to discuss the six demands, and asked the group to disperse and allow classes to go on until that meeting. Four philosophy professors, led by Dr. Arthur Danto said, "We're here to convince you to dissolve." They proposed that the group select a delegation to meet with the faculty as soon as possible. The suggestion was debated by the protestors until one student said "We don't want to meet with the *faculty*, but with the *Administration*." "But you turned down a meeting with Vice President Truman," replied one College instructor. "Maybe we don't want talk but *action*," snapped a student. Not a single faculty member appeared to support their sit-in, which worried some of the SDS supporters. Only the University's Protestant counselor, the Rev. William Starr, an Episcopalian and a Christian revolutionary with a deep hatred for all authority and middle class life, fully approved. "I give you all sanctuary," he offered beneficently.

Admissions director John Wellington and Associate Dean Alexander Platt circulated among the protestors too, urging them to disband. Their tone was one of reason, advice, and amiability. On several occasions Dean Platt exchanged pointed jokes with Mark Rudd. Dean Platt's tone helped make the SDS venomous statements seem a bit overwrought, even silly; but it also contributed to the feeling that neither the College nor the University authorities were prepared to get tough and evict the protestors. About 7:00 some students started bringing in blankets to spend the night. The top two floors





Acting dean Henry Coleman '46 speaking to students outside Hamilton Hall. He was held captive in his office for 26 hours by band of student protestors.

were designated as the sleeping areas.

Outside Hamilton Hall word of the sit-in spread, causing indignation, jokes, and puzzlement. By 4:30 the Students for a Free Campus were distributing a mimeographed flyer which read, in large part:

Had enough? Had enough of SDS insolence and contempt for your rights? Let's close the Authority Gap on the Columbia University campus.

#### WHAT WE WANT

SDS seeks a minority role in the Guise of Student Power. They do not shrink from the use of force, such as imprisoning Dean Coleman, even when the legitimate authority or the vast student majority . . . refuses to bow to their will. Therefore, the Students for a Free Campus calls on the University authorities to:

1. Stop yielding to SDS blackmail.
2. End the demonstration in Hamilton Hall.
3. Punish the demonstration's instigators effectively.
4. Enforce all the rules all the time.

#### WHAT TO DO

We must do something immediately, but at the same time *we must avoid*

*violence ourselves.* Make your voice heard, especially if you haven't yet done so. . . .

#### THE CURRENT SITUATION

We can save the University from SDS violence and from the increasing number of outsiders in the Hamilton demonstration. We have already defeated SDS on the open recruiting issue in last fall's referendum. Today we stopped them non-violently from storming Low Library. We *can* win. We have the great majority of students on our side. . . .

Numerous professors began to wonder why the University officials permitted the sit-in to continue, especially since the College's dean was being held captive. A member of the government department said, "This is outrageous. Why doesn't Kirk act before this thing gets out of hand?"

Actually, President Kirk was out of town on that first day of the revolution. Dr. Truman, who was thus left in charge of Columbia, and was in telephone communication with the President, was receiving conflicting advice from several faculty members. President Kirk, is reported to have favored firm action but Dean Coleman did not.

Around 9:30 p.m. Vice President

Truman did visit Hamilton Hall, but did not go in to argue with the sit-in leaders. Instead he held an impromptu fireside chat in Hartley Hall, such as he and President Kirk do several times each year with undergraduates in the dorms. He told nearly 500 baffled, angry students that "amnesty was out of the question," and that Columbia would not make any key changes without prior discussion and thought. Swift, basic changes because of pressure, blackmail, or "coercion" from a tiny minority were unthinkable, he said. Dr. Truman remained on the scene until 2:00 a.m.

In the Hamilton Hall lobby two things were happening. Mark Rudd was continuing to have trouble with some of the demonstrators. Despite some soul music by the Soul Syndicate, and frequent announcements of support, every now and then a student or three would get up and leave the demonstration, which until the early evening had packed the lobby of Hamilton. Some speakers helped the process. For instance, Victor Crichton '53, a Negro alumnus who lives on Morningside Heights and is a vigorous opponent of





*Black students, who evicted SDS whites with help from outside militants and occupied Hamilton Hall themselves, look out on the crowd below on Wednesday morning, April 24. Shortly after, they released Dean Coleman and urged the Harlem outsiders to depart.*

the new gymnasium, told the group: "You've won your point. You have gotten the faculty to have a meeting and discuss the gym and IDA seriously. You can't twist Kirk's arm any further. If you don't want charges made against you, go home. The demonstration is now pointless." Most of the demonstrators merely chanted in response, "Hell no, we won't go."

Rudd told the group that blacks and whites should stick together. He also brought up the possibility of the police coming in to bring them out. But, he said, "Stick around. The University will capitulate. Don't leave. Forget your mothers. Stay tough." By 9:00, however, the demonstrators were down to 125 in number. The ambivalence of some students was nicely illustrated by a statement of Ted Kaptchuk, last year's SDS chairman: "I think that keeping Coleman in his office is a bad tactic. But of course he and Kirk are morally wrong, so we're entitled to do anything we want with the dean."

The other development was the gradual assertion of authority within the demonstration by the black students of SAS and their outside friends. During the evening, while Rudd and the other leaders were calling their

friends (including an older man around 40 years old who kept saying to the Hamilton Hall crowd, "This is a practical laboratory in revolution."), the black students started calling their friends in Harlem, nearly all of them militant black power advocates. By 10:00 at least a dozen older Negroes from CORE, SNCC, the United Black Front, and the Mau Mau Society were inside Hamilton Hall. Black students had replaced the white students in front of Dean Coleman's door, and separate caucuses — one white, the other black — had been initiated. At 10:30 several blacks announced that the two side doors of Hamilton Hall were being locked and barricaded and passage through the central door was being restricted. This caused another 10 or 15 white protestors to leave. Said one, "This comedy of the absurd is turning grim."

As the night wore on, some persons, mostly white, went to the sixth and seventh floors to sleep, but the majority of the crowd, black and white, stayed up, caucusing, devising schemes of action in case the cops came, and holding meetings. By 1:00 a.m. it had become obvious to many white students that the black students and their older Harlem colleagues were dissatisfied with the way the whites were running the show ("They're just kids playing around with this revolution bull."), were growing distrustful of "Whitey's" intensity of purpose ("Every hour another 10 of them leave."), and were doubtful whether there should be a

coalition unless the blacks were running it. (Today's young Negroes prefer to be called *blacks*, not *Negroes*.)

The sentiment that coalitions between blacks and whites are no longer valid unless the whites are willing to work under black direction is an increasing and widespread one among blacks, especially black college students. "Let black people organize themselves first, define their interests and goals, and then see what kind of allies are available," write Stokely Carmichael and Charles Hamilton in *Black Power: the Politics of Liberation in America* (1967), a book that one black student in Hamilton Hall called "almost a bible for us." The authors contend:

It is our position that black organizations should be black-led and essentially black-staffed, with policy being made by black people. White people can and do play very important supportive roles in those organizations. Where they come with specific skills and techniques, they will be evaluated in those terms. All too frequently, however, many young middle-class white Americans, like some sort of Pepsi generation, have wanted to "come alive" through the black community and black groups. They have wanted to be where the action is—and the action has been in those places. They have sought refuge among blacks from a sterile, meaningless irrelevant life in middle-class America. . . . Many have come seeing "no difference in color," they have come "color blind." But at this time and in this land, color is a factor and we should not overlook or deny this. The black organizations do not need this kind of idealism, which borders on paternalism.

By 3:30 in the morning the blacks had pretty much decided that in order to halt construction of Columbia's new gymnasium, and to do it their way, the white students had to be moved aside. An hour later the blacks sent messages to the white caucus in 717 Hamilton to tell the whites they had to leave Hamilton Hall. Rudd met with the black caucus, to no avail. A young government instructor commented the next day, "It was like the 1967 New Politics Convention in Chicago last summer, where the whites, including many Jews, were forced to accept a black caucus resolution condemning Israel for its "aggression" against its Arab neighbors.) SDS leaders woke up the sleeping students and spread the word that they had been urged to get out.

Dean Coleman, locked in his office with Proctor William Kahn and the College's director of College Relations Daniel Carlinsky '65, found out about the embarrassing split through the iron bars on his window, which opened onto College Walk. A few protestors, who had left Hamilton immediately after they had been informed of the divorce, rushed around to the window and dis-

played a sudden concern for the dean since, they reported, there were about two dozen older men wearing sunglasses in Hamilton with "guns and knives." (The guns-and-knives charge was never proven conclusively, though numerous students have attested to their presence.)

Fearful, dazed, the SDS leaders and their 120 or so remaining troops filed out of Hamilton Hall at 5:45 that morning, looking haggard and carrying blankets and books. As student reporter Michael Stern wrote in *Spectator*: "Rhetoric of solidarity soon covered up the disappointment of being asked to leave. SDS's retreat became a tactical

move to open a 'second front.' But fear—of violence, of guns—and inexperience and naivete in the face of superior organization and tactics was principally responsible for SDS's move."

After the whites left Hamilton, the SAS students and outsiders took chairs, tables, ladders, and file cabinets and blockaded all three doors of the building. They tore down the red balloons and crepe paper that SDS whites had put up, and they ripped the pictures of Marx, Lenin, and Castro off the walls. They left hanging the posters of Che Guevara and Stokely Carmichael and added one of Malcolm X. They later hung a huge banner of Stokely Carmichael from the front of Hamilton Hall, and put up a sign in the building's doorway, "Malcolm X University. Established 1968."

Mark Rudd and his revolutionaries sat for awhile, looking forlorn, on the steps outside Hamilton Hall. What to do? Obviously, another participatory, democratic meeting was called for. A handful said they had had enough "action," and went home to bed. While in Hamilton Hall, both Rudd and some SAS members had considered "liberating" another University building. Now it was seriously debated, and Low Library, which SDS had attempted to enter 17 hours earlier, was chosen. The group of 100 stalwarts dropped their blankets and headed for the southeast, or security entrance.

The entrance had two wide glass doors, the outer one locked and the inner one locked with a single grey-uniformed guard behind it. Rudd and his colleagues broke the glass with a wooden sign and opened the first door, then smashed the second door too, badly cutting the hand of the guard. They rushed up into the building and broke their way into President Kirk's office suite on the main, or second, floor. Only 30 or so students entered the President's office. The others, held back by older notions of privacy, civil liberties, and respect for the University, remained in the hallway or in the Rotunda outside. Those who entered Dr. Kirk's office came out quickly to join the others in a discussion about what to do next. Opinion ran the gamut, from leaving the building altogether to turning the whole of Low Library into a fortress. Finally, Mark Rudd suggest-

*Early morning (Wednesday, April 24) crowd of puzzled, curious, and angry students in front of Hamilton, chief building of the undergraduate College, which was blockaded the night before.*







Larry Mulvehill

SDS students, gaily defiant, in President Kirk's office during the first day of their occupation. In top picture, rebellion leader Tony Papert '67 can be seen in a white shirt. Papert, little-known, Maoist-oriented tactician who shuns publicity, was one of the most influential figures in the uprising.





ed a compromise that the group barricade themselves only in the President's and Vice President's suite of eight offices. The idea was accepted, and all 100 of the protestors went into the second floor offices on west side of the architecturally famous edifice. Said Rudd, "My academic career is ruined anyhow. I might as well stay here and win this fight."

It was as if fraternity members had broken into Brigitte Bardot's bedroom. The radicals sat at the President's desk, lit up his cigars, drank his sherry, studied his library, and went through his files. Occasionally, when they found what they thought was a particularly juicy letter to some Establishment figure or Government agency they Xeroxed it. They hoped to find firm evidence of complicity in the Vietnam war or examples of University racism, but to their dismay found very little.

Nearly all the protestors expected the police to come to clear them out within a few hours. There were plenty of discussions but little agreement about what to do when the cops arrived. The police, about 10 of them, did show up at approximately 7:30 a.m. Panicked, about 75 of the demonstrators, including Mark Rudd, climbed out the windows to escape, while 25 remained in the President's suite. Surprisingly, the police merely removed one of the barricades, inspected the scene, rescued a priceless Rembrandt painting, and left!

Why did the police take no action? Why were there so few?

On Tuesday, when the students first sat in Hamilton Hall, and President Kirk was out of town, the police were not called in instantly chiefly because Vice President Truman held the traditional view that a university is a preserve somewhat apart, a place that should be governed by reason, mutual respect, special sympathy for young thinkers, and its own rules, and not only by the municipal laws and the police. He was supported by Dean Coleman of the College. Dr. Truman hoped also that the protestors would discuss their grievances openly; and he wanted a chance to consult the faculty before acting. But when the black students and the Harlem militants evicted the white SDS students in the early morning hours of Wednesday morning, the situation took a new turn. By early

Wednesday morning the chief concern had become the safety of acting Dean Harry Coleman, a prisoner in his office along with Proctor William Kahn and College Relations officer Daniel Carlsinsky. The numerous reports from students that there were guns and knives in Hamilton Hall was a very disturbing and key factor. Then too, since there were representatives of the more radical Harlem groups in the building, it was felt that police actions against the occupiers of Hamilton Hall could conceivably expand into a racial riot of grave proportions. When New York City's Mayor Lindsay was told of the situation, he expressed a similar concern about a possible expansion of the Columbia revolt, and sent a few of his sidekicks up to see if they could help work out a solution before police action was required. Actually, the seizure of the President's office was almost incidental in the minds of most Columbia officials on Wednesday morning, including the mind of President Kirk, who had returned, using 109 Low, the suite of the Dean of Graduate Faculties, as his temporary headquarters.

Hence, the police who came to Columbia early Wednesday morning were few; they confined themselves to an exploratory visit to the President's office; and they were on hand principally to see that no serious violence took place. Following their visit inside Low, they stationed themselves outside Low in front of the windows of the President's office.

The threat of counteraction was a real one. Tuesday night until 3:00 a.m., a group of students varying at times from 100 to 500 stood outside and inside Hamilton Hall, angry at the seizure of the lobby and Dean Coleman. Some wanted to clear the rebels out of Hamilton, but Dr. Truman, Dean Platt, and others worked to prevent such action. The next morning, Wednesday, the threat was even greater. The remainder of the College's 2,700 young men and numerous graduate students, arriving for classes at Hamilton Hall, were shocked to find the building barricaded, with furniture, ladders, and file cabinets, with the faces of solemn, menacing blacks behind the glass of the doors. Numerous faculty members, who had offices in Hamilton, and were unaware of the seizure, were equally surprised and puzzled. "What on earth is

going on?" was the ubiquitous query. The morning newspapers told of the previous evening's activities but did not tell of the eviction of the whites from Hamilton or the subsequent seizure of President Kirk's office. The general reaction was one of astonishment, though anger, fear, and resentment, amusement, and even admiration were not missing. Among the comments: "Those guys are fascist hoodlums;" "You've got to admire their nerve;" "Now we'll see what kind of a man Dr. Kirk is;" "What about *our* rights?" "I hope they don't hurt Harry Coleman;" and "It's a double love-in, Southern style, you know, segregated."

The displaced faculty drifted together in the large lobby of Philosophy Hall. (The majority of the faculty in the Graduate Faculties, General Studies, and Engineering, and nearly all the faculty in the various professional schools held classes almost as if nothing had happened.) Associate Dean for Academic Affairs Thomas Colahan '51 explained to the 80 professors there what had happened step by step and informed them that a meeting of the College Faculty had been called for 3:00 p.m. Sociologist Daniel Bell got up to suggest that several senior professors go into both buildings to talk to the students. A young faculty member said that he had been with the radicals most of the night and that control had passed to older outside black militants. "They have arms and gasoline," he said. Chemist George Fraenkel, the newly-appointed Dean of the Graduate Faculties, reported that he, Dr. Kirk, and Dr. Truman had been talking about clearing the buildings but that all were worried about Dean Coleman's safety. He said that administration leaders were in frequent telephone conversation with the rebel leaders in both buildings. Professor Bell called Vice President Truman, who said he welcomed faculty visits to the buildings, but discouraged the offering of any personal deals or unauthorized compromises.

Shortly before lunch time, New York's Human Rights Commissioner, a tall, dapper Negro named William Booth, climbed into Hamilton Hall. Outside, rock 'n roll music was throbbing out of a window in Hartley Hall on the crowd below. About 40 members of the press were on the scene. At Low

Library, some of the student rebels were sitting on the window sill, alternately grim and gay. The crowd below stared up at them as if they were captive orangutans.

Around 1:00 Commissioner Booth came out of Hamilton. Soon after, about a dozen older blacks climbed out one at a time. Wearing leather jackets, or skull caps, or colorful necklaces, they walked silently, emotionlessly, through the undergraduates and off the campus. No one tried to stop them or talk to them.

Later in the day, Booth accompanied by three Harlem politicians, Manhattan Borough President Percy Sutton, State Senator Basil Paterson, and Assemblyman Charles Rangel, met with President Kirk to convey their concern about repercussions in Harlem and to ask the University to reconsider its gymnasium plans. Dr. Kirk promised to call a meeting of the Board of Trustees the next day.

At 2:00 Psychology Professor Eugene Galanter, Assistant Dean Irvin Clikes, and several others decided to put out a fact sheet to tell the faculty and students what had happened. Rumor and confusion were rife. *Spectator* had not come out yet. The campus radio station, WKCR, had not yet started reporting the action promptly. Only SDS was grinding out mimeographed material, of an obviously self-serving sort. But the College Faculty meeting was imminent, so the professors and deans postponed the idea.

The communications gap between the administration, faculty and majority of students, and the student rebels was a wide one. With astonishing speed and electronic sophistication, the SDS-led whites, much less so the SAS blacks, had acquired thousands of dollars worth of loudspeakers, 35mm. cameras, moving picture equipment, mimeograph equipment and supplies, Xerox machines, and dozens of walkie-talkie radios. They had a public relations officer, Jonathan Shils '68, and frequent press conferences. They were in constant touch with the Liberation News Service, a revolutionary-hippy news agency, founded last year by Marshall Bloom, a 23-year old Amherst graduate who was suspended from the London School of Economics for radical activity, and Raymond Mungo, a 22-year-old

ex-Boston University newspaper editor who was noted on campus for his slashing assaults. And the SDS-led rebels put in thousands of telephone calls to friends and potential supporters.

In contrast, the Columbia Administration, its faculty, and most of the outraged students scarcely knew how to deal with the problem of dispensing information on campus, or to the outside world, and, worse, seemed to display surprisingly little sense of urgency about doing so.

At 2:20 Mark Rudd and five other SDS leaders, who had climbed back into the President's office, appeared at the Low security desk to ask for passes

so that they could re-enter Low after attending a meeting in their Ferris Booth headquarters. When the campus guards refused to grant passes, Rudd exploded, "We have to maintain our internal unity too, you know!" The six left in a huff and climbed out the windows instead.

The College Faculty met in the huge amphitheater lecture room in Havemeyer Hall. An enormously high proportion of the teaching faculty were there. President Kirk chaired the meeting. Vice President Truman reviewed the incidents of the previous 27 hours dispassionately and in detail. Then Professor Daniel Bell put forth four pro-





Alan Epstein

*Students in Low, soliciting support from the President's office window. During the first two days not much help came. The faculty, most of the students, and even the fairly radical student newspaper were critical of their actions.*

posals. The discussion was surprisingly reasoned, considering the tense situation. Several instructors later suggested that this was due to the faculty's near unanimity of shock and distaste for the SDS-SAS moves, deriving from the faculty's traditional loathing for violence and their protection of civil liberties. Only Professor Marvin Harris '50, who along with three other members of the Anthropology Department, introduced other proposals, delivered a passionate, highly partisan speech. More calmly, Professor Robert Belknap of the Russian studies introduced a resolution about suspending construction of the new University gymnasium. It was

adopted.

In the middle of the meeting, at 3:50, Dean Henry Coleman suddenly walked into the room. The faculty was jolted. As a body it rose to its feet and gave the acting dean a four-minute ovation. Dean Coleman reported to the professors that shortly after 3:00 five SAS students simply opened his door and told him that he and Kahn and Carlsky could leave. After 26 hours as a prisoner, he was released perfunctorily.

The special meeting of the College faculty produced five resolutions:

1. That a University exists as a community dedicated to rational discourse, and the use of communi-

cation and persuasion as the means of furthering that discourse.

2. That this Faculty endorses the right to protest, but strongly condemns both obstructive behavior and physical violence on this campus. In this light we deplore the use of coercion, and the seizure of Dean Coleman as a hostage. Further we condemn the act of invasion of the President's office and the rifling of his files.
3. That we believe that any differences have to be settled peacefully, and we trust that police action will not be used to clear Hamilton Hall or any other University building.
4. That to the extent that the issues which have arisen in the University community are due to a failure of communication and discussion within the university, we call upon the Administration to set up a tripartite body to discuss any disciplinary matters arising out of the incidents yesterday and today, the issue of the gymnasium and any other matters which are subjects of legitimate concern to the University community.
5. That this Faculty respectfully petitions the University administration
  - a. to arrange the immediate suspension of on-site excavation of the gymnasium facility in Morningside Park.
  - b. to be prepared to review the matter of the gymnasium site with a group of community spokesmen; the administration will immediately invite the Mayor to designate a group who will take counsel with the University with respect to the location and character of the gymnasium.



While the College teachers were meeting, *Spectator* was distributed on campus. It too was somewhat critical of the student rebels on that Wednesday. In an editorial: "While our basic objection is to the blundering and intransigence of the University, we also deplore certain tactics of the demonstrators: the grave restrictions placed on the personal liberties of Dean Coleman; the violent actions that marked the demonstrations at the gymnasium construction site; and, most of all, the fact that effective leadership and control of the protest has to a great degree passed from Columbia students into the hands of people who are not members of the University community but are outside agitators whose interests and goals may bear little relationship to the ends desired by the demonstrators."

And the influential *New York Times* the next morning editorialized: "The destructive minority of students at Columbia University, along with their not so friendly allies among community militants, have offered a degrading spectacle of hoodlum tactics—the exaltation of irresponsibility over reason. Whatever causes these students claim to be supporting have been defiled by their vandalism."

Thus, the initial response to the Columbia rebellion among the overwhelming number of faculty, students, alumni (telegrams had started pouring in to Dr. Kirk), and the interested American public was highly critical of the SDS-led students and their SAS allies.

After its meeting the College faculty dispersed, neglecting to arrange for the immediate distribution of its resolutions. Said one annoyed professor, "The student rebels are all tactics and no principles. We're all principles and no tactics." Not until 9:35 that night did WKCR broadcast the contents of the faculty statement. A few minutes earlier on WKCR, Juan Gonzalez '68, a Strike Steering Committee member, had said, "We heard that the Faculty turned down our demand for amnesty by a narrow vote." (In fact, scarcely a single member of the faculty had even entertained the idea of amnesty.) Such were the consequences of the faculty and administration slowness about communications.

Late on Wednesday afternoon the SDS leaders held a strategy session. Here they were: self-imprisoned in the

President's office, estranged from their black allies, disliked by most other students for halting classes and education, chastised by the faculty for their thuggery and serious disregard for law, civil liberties, and non-violent procedures ("Imagine SDS's howls if the John Birch Society seized the SDS headquarters in Chicago and rifled their files!" said one young College instructor), and criticized by most of the outside world. In the face of all this, Mark Rudd suggested that SDS call in reinforcements and take over other campus buildings—to cripple the entire university. But the majority preferred to sit tight and wait for student support to grow. Rudd argued that the rebels' power base was too small. (Earlier, he had told the 25 students in the President's office that they ought to leave because the group was too small to be effective, but was voted down then too.) He rushed out of the session and announced his resignation from the Strike's leadership. He was soon urged to reconsider and did.

The rebel leaders in both buildings decided to hold meetings that night. The black students of Hamilton Hall chose a rally at College Walk and Amsterdam Avenue at 6:30, while the SDS chiefs opted for a big information-discussion session later in an effort to change student opinion. The SDS flier read:

What's happening at Columbia? Why have black students and community people barricaded themselves in Hamilton Hall? Why have white students barricaded themselves in Low Library?

What's going to happen?? What should happen??!

Earl Hall. Tonight. 8:00 P.M. Information. Discussion.

Help plan student support action!!! Boycott?? Strike??

Meanwhile, faculty members had begun trying to talk to the rebels in their strongholds. Professor Immanuel Wallerstein '51, an authority on African sociology and politics, climbed over the eight-foot high barrier in Hamilton's doorway in an attempt to discover what the exact demands of the blacks were. And several professors, most notably Dr. Orest Ranum, a young scholar in European history who was reared in a milieu of Christian radicalism and idealism, visited the students inside Low.

By late afternoon, more of the radi-

cals had climbed back into Low through the windows. It was raining rather hard so most of them arrived quite soggy. The mood inside the President's office was a combination of gay mockery, quiet moral doggedness, and political scheming. This combination reflected the constituency of those 25 students who chose to remain in Low rather than jump out the windows. Roughly one-third were unpolitical adventurers, the kind marvelously self-revealed in the two articles in the May 27 and June 10 issues of the *New York Magazine* by College Sophomore James Kunen. Another third were resolute aesthetes with keen moral sensibilities such as Lex Gottesman, editor of Columbia's *Literary Review*, and several of his fellow poets and editors. The last third were the political knowledgeable and activists.

Among the politicians there was variety too. There was Juan Gonzalez, a lean, good looking, very likeable College senior born in Ponce, Puerto Rico, who rose to scholarly excellence and editorship of his Brooklyn high school newspaper, even though his father died of cancer when Juan was 16, and then to heights of compassion for the poor (and of hatred for all official authority) in the University's Citizenship Program. What Gonzalez lacked in political sophistication, he made up for in dedication and unbending effort. There was John Jacobs, "J.J.," a bearded, sandy-haired junior with a resemblance to Che Guevara, who had dropped out of the College a few months earlier. His readiness to use the most audacious means, to attempt the most reckless deeds, to suggest the wildest tactics in order to overturn things, caused some of the other rebels to regard him as being slightly mad. And there was Anthony Papert, who had graduated from the College the previous June. The son of a lawyer and fur broker, he grew up in the prosperous liberal, predominantly Jewish suburb of Great Neck, Long Island. He started college at Princeton, where he took Chinese history and literature, but transferred to Columbia because he said he found Princeton conformist, dull, and reactionary. After a fling as a pre-medical student, Papert became a serious, revolutionary tactician affiliating with the Maoist Progressive Labor Party. He had been found guilty and chastised for



John Jacobs, known as "J.J.," was one of the wildest, most audacious revolutionary leaders. A College dropout, he was thought by some to have "flipped out" or gone slightly mad. Others though saw him as an imaginatively bold guerilla fighter.

an illegal sit-in in February, 1967, and almost failed to graduate because of the time he devoted to his political activities. Very bright, calm, and well-dressed—unlike many of his comrades he is shaven, short-haired, often wears a white shirt and tie, and is partial to white socks—Papert was later seen by some as the little-known guiding spirit behind the Columbia revolution. He shuns publicity and refuses press interviews, again unlike many of his fellow activists, who tend to be candid, outspoken, and publicity-conscious.

At nightfall it was still raining. The 6:30 outdoor rally with black speakers from SNCC, Harlem CORE, and the Mau Mau Society thus failed to materialize. Discussions between the Negro students in Hamilton Hall and the College's deans and University's administrators had intensified. At 8:00 p.m. Associate Dean Platt climbed into Hamilton to notify the Hamilton Hall Steering Committee, composed of Cicero Wilson, College senior Ray Brown, and graduate student Bill Sales, that if the students left the building "by 10 p.m. tonight" they would have no crim-

inal charges pressed against them, only disciplinary probation for the rest of the semester, which had only five weeks left. Moreover, President Kirk said he would "ask the Chairman of the Trustees to call a special meeting of the Board at the earliest practicable time to consider the Faculty recommendations concerning the gymnasium." (The University charter requires that before a Trustee's meeting can be held three days notice must be given.) It was an offer of virtual amnesty plus a promise to reconsider the gymnasium promptly. The Steering Committee discussed the proposal, then turned it down, saying that disciplinary probation would exclude them from continuing their work in the Students' Afro-American Society. Quickly, they were informed that this was not the case, that such probation would *not* exclude them from any extracurricular activities. More deliberation. Another refusal.

Why didn't the black students accept the offer? It is not fully known. Some observers claim that the Steering Committee did not discuss the offer accurately with the other black students in

Hamilton, who might have voted for acceptance. Others feel that the Steering Committee was persuaded against the idea by the SDS whites in Strike Central, who argued that the University was trying to "split the revolutionary forces." Still others contend that the offer to reconsider the gymnasium was not strong enough and that the Steering Committee wanted construction stopped forever, with a hard guarantee.

The matter of the Columbia gymnasium is one surrounded by inaccuracies and misconceptions. Particularly clouded is the origin and history of the idea. (See "Morningside's Late, Late Show" in *Columbia College Today*, Fall, 1966.) When the idea for its construction was born in 1960 in the minds of Columbia Vice President Lawrence Chamberlain, Park Department officials, various political leaders in Harlem and New York City, and West Harlem residents, it seemed like a fine idea, a pioneering effort in university-community relations, a bold push for better racial integration between the mixed but largely white residents of Morningside Heights and the black residents below in Harlem. A "bridge" to promote better relations between the two areas, it was called. Numerous Negro groups from Harlem went before the City Council to ask that it be built. None other than James L. Watson, the Negro State Senator who represented West Harlem, a fierce spokesman for Negro rights, introduced the bill asking Governor Rockefeller to grant the city permission to lease the land to Columbia. Percy Sutton, then a Negro Assemblyman, now Manhattan Borough President, voted for the bill.

By using a rocky slope in the park instead of a city block, no Morningside residents would be displaced. (University expansion was already an issue in those days.) Also, the park, by becoming an interracial meeting place full of activity, would become a safe place in which to walk and play again. The Community Gymnasium, and later, the swimming pool, would be West Harlem's only decent indoor recreational facility. Columbia's commitment for the 100-year lease and the community gym would be \$3,000 a year rent, \$85,000 a year for trained staff and supervisors, and \$3 million donation for the Community Gymnasium and Pool—a total of over \$12 million—for the

financially-strapped city and the impoverished community. Nearly all Columbia students, indeed almost everyone except dedicated park-preservers, considered it as an unusual but constructive step forward.

But then, several things developed, the most important of which was the black power movement. Racial integration suddenly became an *undesirable* pattern among many blacks. New black leaders appeared, and the old ones changed. Also, a new Park Commissioner, socialite Thomas Hoving III, opposed the idea. Columbia fumbled the fund-raising drive and chose an experienced but mediocre architect who came up with a mediocre and insensitive exterior design. Columbia's publicity, its response to wild charges, and its community relations were almost nil last year, when campus radicals seized upon the gym as a "symbolic" issue of racism and administrative high-handedness.

Despite mounting opposition, however, no demonstration on the gym site was able to round up more than a handful of Negroes or many whites. Negro parents and the Harlem youngsters themselves still overwhelmingly favor the new gymnasium. In October 1967, for example, Mrs. Lucretia Lamb, director of the Citizens' Care Committee, a large group of West Harlem residents trying to improve the city, said it was mainly outsiders, mostly white, who "never used the park" but see it as a way of advancing their own crusades for power, who were taking up the gym as an issue. She and her community followers strongly favored its construction.

Also, when the black students of SAS appeared before the Faculty Civil Rights Committee a few months earlier to talk about their problems and grievances, the Columbia-Community gymnasium was not even mentioned.

Most of this was either unknown or overlooked by the principal critics this Spring. The gymnasium was suddenly labelled a "racist" building and the "two entrances"—one for the community gym and one for the University gym—were seen as a form of segregation, even though Puerto Ricans, Asians, and whites as well as Negroes, would use the community gym, and black students as well as community groups all summer long, would use the

University facilities.

The SDS-led meeting, changed to Wollman Auditorium, was late in getting started. Around 8:00 p.m. a large crowd of students, many, though by no means all, athletes and fraternity members, gathered outside Low despite the drizzling rain. While a dozen policemen were stationed outside the windows of the President's suite, the crowd of anti-rebels shouted chants like "Get

them out! Get them out!" and "We want Linda," a reference to Linda Leclair, a Barnard student in the building who had recently become notorious for living off campus with a Columbia student. They also made numerous jeering and humorous remarks at the rebels. Though the mood of the 400 or so students was boisterously derisive, many SDS supporters rushed to the scene to lend support to their comrades inside



Larry Muike III

Associate professor Orest Ranum, in academic gown, and Assistant director of College admissions Philip Benson '56, on Ranum's right, discussing the occupation of the President's suite with the Low occupants. They got nowhere.



Low, in case of a storming of the buildings by the so-called "jocks." After a period of tension most of both groups decided to go to Wollman to catch the SDS open meeting.

A student tried to moderate the meeting impartially but it was fairly turbulent nonetheless. About 1,100 students were on hand. A few SDS students said that they had to do what they did. "The only way open to us was to coerce the faculty and administration," said one. The University, they alleged, did not consult the Harlem community about the gym nor the students on anything important to their lives. An SDS critic took the stage and said, "It's a question of SDS tactics. You guys are super-righteous law breakers. You've taken away the rights of all of us who want to study. It's obvious that SDS is now running the University." Wild cheers and sustained applause from the audience, which was about one-half against SDS, one-quarter for the radicals, and one-quarter neutral and curious. Then David Gilbert '66, former SDS chairman at Columbia and now a graduate student at the New School in New York countered, "Sure, we've made tactical mistakes. But it's the whole capitalist and university system that makes all the real decisions. We had to take the President's office to smash this rotten system of social coercion."

Several anti-rebels tried to get the radical students to discuss the specifics of why they were disrupting the entire University or to respond to the Faculty resolution but the radicals skillfully evaded such questions. Instead, students like Ted Gold or Paul Rockwell, an intense, loquacious graduate student, made long speeches about repression of the young, the Vietnam war, imperialism, and the race problem.

At one point, Rich Wojculewski, a sophomore football player who had recently won the award as the top academic student on the football team, said "I agree with the professors on this point. We ought to get the Columbia gymnasium out of Morningside Park. Columbia ought to build its own gym, on its own land, and build a great gym. And, we ought not to give an inch to anyone else." This remark brought thunderous applause. The meeting broke up shortly before midnight. SDS leaders seemed to have

*"That third night was the time when the somewhat haphazard demonstrations turned into a more smoothly engineered takeover of the University and possibly much more, by a tiny band of audacious tacticians seized by notions of guerilla warfare. . . ."*

made a few converts. They did call for a student strike, a boycott of all classes in the University, on Thursday to show "sympathy and solidarity with this movement."

Around midnight, some of the older leaders of Harlem extremist groups began to appear in front of Hamilton Hall, possibly fearing a police bust was coming that night. Also, hundreds of students milled around in front of Low, Hamilton, and Avery, and in the lobbies of Hartley and Ferris Booth Halls. The reason for the sudden interest in Avery, home of Columbia's Graduate School of Architecture, was that most of the architecture students had decided early in the evening to stay in their building all night in sympathy with the College revolutionaries. The deans tried to impose a 1:00 a.m. deadline on the sit-in, but the students refused to accept it and instead occupied the building day and night.

Most of the students in Avery were aesthetic rather than political rebels. (A good number were not rebels at all but students who thought it would be exciting to sit-in and form a better community among themselves.) They felt that the University's long-range planning was very weak, that the design of the gymnasium was lousy, that the University's expansion was not humane enough or imaginatively conceived, that their deans were not audacious or forceful enough, and that students did not have a powerful enough voice in the school's program and policy-making. Unlike the other demonstrators, they had the sympathy of a considerable portion of their faculty.

Many persons did not go to sleep early that night. By 2:00 a.m. the rain had stopped. It was a starless night.

One group that did not sleep at all that night was the SDS leaders. In the early morning hours of that Thursday they decided to expand the sit-ins to a full-fledged revolution. That third night was the time when the somewhat haphazard demonstrations turned into a more smoothly engineered takeover of the University and possibly much more, by a tiny band of audacious tacticians, seized by notions of guerilla warfare and the necessity of destroying Columbia and the society around it in order to move into something better. Outsiders, many of them dedicated revolutionaries or anarchists, began to flock to Columbia by car, bus, or train. Dozens of walkie-talkie radios were brought in to aid the strike leaders coordinate the revolt more neatly. Chapters of SDS, Youth Against War and Fascism, Young Socialist Alliance, and similar groups at other colleges were solicited for support to compensate for the relative lack of student support on the Columbia campus. Things got organized at Strike Central in Ferris Booth Hall that night.

The whole tone of the demonstration changed. Violence was now seen by many of the student leaders as being inevitable, even desirable, if it could be made to seem that it was brought on by the wicked University and city officials and not by the student rebels. Police action would swing the vacillating, principled, bourgeois liberals away from their hangups about law and order, academic freedom, and objectivity, toward sympathy for the radicals and their revolutionary program.

"We had to go for broke. We had to find tactics that would radicalize the majority of the students and the younger and more progressive faculty members. Or we'd get clobbered and lose

everything." So said one student rebel.

At 4:00 on that Thursday morning about 40 left-wing students were dispatched to seize Fayerweather Hall, the building that houses many of the offices of the graduate departments in social studies and numerous graduate classrooms. They sat behind the doors and put a sign in the window, "This is a liberated building. Support the strike." Thus, including Avery Hall, with its architecture students, there were four University buildings occupied by students when most persons arrived on campus for classes on Thursday, April 25.

That Thursday was to be, in some ways, the most decisive day of the whole rebellion.

It began with thousands of students and hundreds of professors waking up to learn by word of mouth and through WKCR, the student-run radio station, which had begun broadcasting a blow-by-blow description of the student rioting, that Avery and Fayerweather had also been seized. Surprise and indignation was enormous and widespread. It was the conviction of numerous students that SDS and their fellow travelers had given up their pretense of a protest and now aimed at nothing less than a complete takeover of the University, with an eye toward starting a national student strike and striking a first revolutionary blow at the American "system" that SDS loathed.

Surprisingly, most faculty members developed no such conviction and instead carried an air of puzzlement and disbelief. When noted sociologist Paul Lazarsfeld was denied entrance to Fayerweather by the radicals that morning, for example, he verbally protested but accepted the ban. Many others, including some of the world's greatest scholars, did the same thing, professing bewilderment. Some teachers, however, were not so compliant. Historian William Leuchtenberg merely climbed over the 40 student bodies in the doorway of Fayerweather, announcing first, "I have a doctoral dissertation defense to attend. The student has put in five years of important, backbreaking scholarship. I will not be forced to desert him at this point."

Two fliers were being distributed by SDS workers in the early morning. One reiterated the six demands, urged "No deals! No separate negotiations!", and

announced a 10:00 a.m. SDS meeting in Wollman Auditorium. The other was mimeographed by an SDS-allied group, the "Columbia Chapter of the Peace and Freedom Party." It read, in part:

Student power—that's what it's all about. Students at Columbia have fully realized that they can exert their collective energies, their power, to bring about real change. After many years of theorizing, students have begun to take as their own the problems of the community—the university, the neighborhood, and the nation. A part of this has been the realization of the need to educate these communities through struggle about the nature and substance of the society in which we live.

Students at Columbia, like their brothers at Berkeley and Orangeburg have taken the first steps toward establishing the university as a base for movements to educate, radicalize, and mobilize the community as a whole for change. Here at Columbia a movement has been born.

The sheet also praised "the initiative of these groups in organizing a long overdue confrontation with the University's administration and faculty." It also urged all students to "support the strike."

Only 350 students showed up to hear Mark Rudd and others at the 10:00 a.m. meeting. The meeting made it clear that the six demands were now small potatoes. In response to his own question about why the student radicals have called for a general strike, Mark Rudd told the mostly sympathetic audience: "We want to be free students. We can't be free in an institution which supports racism and an imperialist foreign policy. Columbia University has had many chances to demonstrate its willingness to negotiate with us. Instead it has provoked us and refused to engage in rational discussions. Therefore, we're striking for the right to be free students." Juan Gonzalez read a message of support said to come from the young SNCC chairman H. Rap Brown: "Sometimes freedom must be bought with a revolution. Keep up the good work." The SDS leaders made much of their "solidarity," especially with the black students; but while delegates from Low, Avery, and Fayerweather reported on how great things were inside their buildings no delegate from Hamilton Hall was at the meeting. The SDS leaders pleaded for additional

pickets "to show our great strength." About 50 students volunteered to help.

Meanwhile, outside of Wollman, most of the University seemed to take on a more intense interest in the strike and to develop hotter feelings about the student insurrectionists. Professors again congregated in the spacious lounge in Philosophy Hall. At an informal meeting, led by Dr. Thomas Colahan, Vice Dean of the College, the 60 or so faculty members in Philosophy selected Professors Lionel Trilling '25 and Carl Hovde '50 of the English Department and Professor Eugene Galanter of the Psychology Department to visit President Grayson Kirk and see if the tri-partite disciplinary tribunal, suggested by the College Faculty the day before, could be set up and its members picked immediately.

Students were congregating everywhere, and more classes were cancelled, to debate and criticize the SDS disruption. A dominant note was the growing and massive impatience with the apparent reluctance of President Kirk, with or without the University Council (a key 68-man body of faculty, deans, and administrators) or the assembled deans, to take some strong, imaginative step to end the revolt. One annoyed senior, headed for graduate school, said, "This is ridiculous. A handful of bearded zealots take over half of one of the world's great universities and the President is mute and indignant, the faculty runs around cowardly and confused, and we students are told by our deans to do nothing in order to avoid violence."

On the other hand, President Kirk's reluctance to act quickly and decisively, and his refusal to appear in front of any group personally was serving to reinforce the charges of those critical students who contended that the President was inept, aloof, and incapable of swift, intelligent action based on key consultations. More and more students were coming to feel that the derisive "Kirk is a jerk" signs of the SDS may be justified.

One of the chief places of student argument was the courtyard in front of Fayerweather Hall. While 40 students, sullen, defiant, wittily derisive, blocked the doorway to Fayerweather from inside, and four pickets with signs stood outside, a growing crowd of perhaps 300 students critical of the SDS meet-

ing developed in the late morning. Chants of "Throw them out" and "We want in" were started. "Are we going to let SDS dictate to all of us what to do?" screamed one student. "No!" roared back the assembled students. An SDS follower countered, "You guys are just dumb jocks. The majority of students are with us." Fred Lowell, the College's Freshman Class vice-president, challenged that opinion and dared SDS to conduct a student referendum. "Set it up yourself," came back the answer. (Later in the day a referendum was drawn up and circulated, but was opposed by the SDS and administered so poorly because of the unusual campus conditions that its results were meaningless.)

At one point around 11:30 a.m. a wedge of angry students tried to rush the Fayerweather entrance and dislodge the SDS students but were prevented by SDS reinforcements and several younger faculty members. "Our reason for closing Fayerweather," explained an SDS speaker with a bullhorn, "is to call attention to the unconscionable violence in Vietnam, the police state in Harlem, and the intolerable oppression by the United States in

Latin America." When this remark was booed, several SDS leaders decided to cool things by holding a "rational" discussion. As moderator of the "rational" discussion they appointed Assistant Professor Jeffrey Kaplow, one of the dozen or so faculty members almost totally in league with the rebels, and as speakers they asked Sociology Professor Amitai Etzioni, a well-known liberal; Assistant Professor of French Richard Greeman, like Kaplow a dedicated aide of the rebels; Mark Naison '66, a Columbia graduate student who has been in SDS for several years; and other SDS partisans.

Etzioni surprised the student rebels by being critical of them. "This seizure of buildings is a sad mistake. The educational process is not like the manufacturing process. You should not be blocking the way to my office. As much as I sympathize with your aims, I would tell the University not to negotiate anything so long as you use force and violence to disrupt the educational process." His colleague Greeman quickly disagreed, "I don't think that the educational process has been truly disrupted by these seizures. I think it's only beginning!" A rebel student jumped up

to back up Greeman, "This is the biggest and best class I have attended in my six years as a student at Columbia. Education is happening *right here!*"

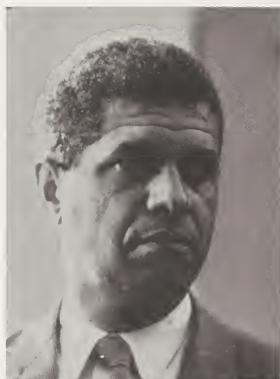
By 1:00 in the early afternoon mounting resentment against the SDS and SAS seizures and the silence and inactivity of President Kirk caused two things to happen.

About 450 students, half of them members of Columbia's athletic teams, had gathered in University Gymnasium at 1:30 p.m. to plan action against the insurrectionists because, as one student put it, "No one else around here seems to have the guts to defend Columbia from these crazy revolutionaries." There was talk of forming a blockade around Low and Hamilton Halls to allow no one and no things in or out. James Quattrochi '69 said, "We're sick and tired of SDS pushing this university around with their lies and storm troopier tactics. It's just as much our university as theirs. If they want to destroy, to reduce America to a barbaric society, it's survival of the fittest. And we are the fittest." Cheers and applause. Then Associate Professor of Physical Education Jack Rohan '53, the highly capable Light Blue basketball coach, stepped

*On Thursday, April 25, after 40 leftists had seized Fayerweather Hall, an angry group of students gathered outside to take swift counteraction. They were dissuaded by SDS leaders and leftist faculty members, who explained the "necessity" of the seizure.*







New York City's Human Rights Commissioner William Booth: "I can sympathize with some of the protestors' aims, but I cannot support most of their tactics."



Government professor Joseph Rothschild '52: "Our faculty group was rising above principle to expediency. We acted like value-free mediators in a labor dispute."



Physical education professor Jack Rohan '53: "You are impatient and so am I. But the major issue is law and order. You'd be foolish to become part of the anarchy."

before the angry crowd. He said he was a little ashamed that they seemed to be acting like the "heavies in a grade B movie." "I know you are impatient, and so am I. But the major issue here is law and order. You would be foolish to become part of the anarchy and disregard for rights that SDS has initiated." Rohan added that if the new gymnasium had to be given up, it would not be that serious. "I have always had a lot of pride in Columbia and that is not the great gymnasium we deserve anyway."

Rohan's talk had an immense impact on the students, who now quieted down, mumbled agreement with the coach, but still wanted to see *something* done so that classes could continue. Dean Coleman then spoke, also urging patience and restraint. He said, "I have no intention of letting down 2,500 students in the College because of the tactics of the other 200." He told them the President and nearly all the faculty were opposed to the granting of amnesty to the rebels, a remark that brought great cheers, and that he expected Dr. Kirk to "take definitive action, possibly by this evening." The latter remark went like wind through the campus, causing many persons to think the police would remove the students from the buildings that night.

A short while after the gymnasium meeting, President Kirk and Vice President Truman, looking unusually tired

and grim, held a press conference at 2:30. Earlier, they had been in touch with student rebel leaders, who insisted that amnesty was a pre-condition for all talks. The two former government professors told the press that they would definitely not grant amnesty because "such a concession would destroy the whole fabric of the University community and make a sham of all past and future disciplinary procedures at Columbia." What about calling in the police? Said Dr. Kirk: "We have exercised great restraint in the use of police because at almost all costs we wish to avoid a physical confrontation. We will continue to try to do so."

Among those present at the press conference were Dr. Alan Westin, professor of public law and director of the Center for Research and Education in American Liberties. After the conference was over, Westin invited David Truman, a close personal friend, to speak to the confused and concerned faculty members gathered in the Philosophy Hall Lounge. Truman accepted and at 3:15 he told the 125 faculty members gathered there that the administration leaders were trying, by phone, directly, and through intermediaries, to reach a peaceful agreement; but that the strikers seemed totally intransigent. He spoke for 25 minutes, giving a full and candid report with gravity and a touch of pessimism.

When Truman excused himself, pleading urgent obligations elsewhere, most of the faculty also got up to leave.

But suddenly, Professor Westin rose from behind the speaker's table and asked everyone to stay. "As much as I love Dave Truman as a friend and respect him as a scholar and administrator, I think that the Faculty of this University must play a separate role, an active and independent role." He said that he had heard that Dean Coleman had hinted at possible police action that night, said that he and others were strongly opposed to police coming onto a university campus, and urged that the professors immediately form an *ad hoc* committee to see if they could mediate between the student rebels and the administrators before nightfall. There was some reluctance, but nearly all 125 teachers stayed. At 3:45 that afternoon the Ad Hoc Faculty Committee was born.

While the Ad Hoc Faculty Committee hastily formed an executive committee, and argued about what form their action should take, most students either wandered around outdoors debating about the SDS-led rebellion or continued to work around the rebels. Many classes, particularly in the graduate professional schools continued to be held, and Butler Library and other libraries were unusually full with students who were using the time to com-

plete their term papers or catch up with course assignments.

To the annoyance of some rebel leaders, the movement wasn't going so well. The rebel picket lines refused to increase, staying at approximately 150, despite mimeographed pleas, recruiting in the dormitories by left-wing students, and constant bullhorn propaganda. While some additional students climbed in the windows of Low or Fayerweather to join those inside, many were merely curious and left after a brief stay. Worse, a few students were beginning to desert the movement. One young man who had left Low told us: "Mark Rudd thinks he is Che Guevara, Lenin, and Lenny Bruce all rolled into one. J. J. (John Jacobs) has completely flipped out and wants to blow up America. And Tony Papert is playing Stalin—cool, unyielding, ruthless, hungry for blood. Worst of all, they keep trying to use the Harlem Negro extremists and teenagers as their private army to threaten that block-head Kirk. The blacks in Hamilton dig it though and are more and more going their own way. It's too wild."

Also, a growing majority of Columbia's 17,000 students were adopting "a plague on both your houses" position. An example of this was the mimeographed sheet signed and distributed by seven students (M. Brodin, R. Dickman, J. Meltzer, P. Miller, J. Souweine, and L. Zell) in the College, titled "What is to Be Done—Another View."

Today, no perceptive individual can deny that American society (and the Columbia microcosm of that society) is wracked by grave and complex problems. . . . Given the complexity of these problems, especially as they relate to Columbia, and the concomitant implication that no simple solutions exist, we feel obligated to confront the intolerable tactics of SDS, and to look forward to a viable alternative.

We are deeply concerned that the events of the past two days have polarized the Columbia community without reflecting the views of what we feel is the vast majority of concerned students who will not sacrifice rational order for emotional expediency.

FACT: SDS by its coercive actions has denied our right to attend classes. (Apparently SDS values an attempt at the solution of legitimate problems through illegitimate means.)

FACT: SDS demands amnesty for all members participating in the current disturbances as a precondition for settlement. (Social protest, in the tradition of Gandhi and King, entails the neces-

sity of assuming responsibility for one's actions.)

Let us make ourselves clear . . . We consider that re-evaluation of the University's functions both with respect to the external community and to its own members is a critical necessity . . . [But] authoritarian solutions, left or right, are not solutions.

By 4:00 that Thursday afternoon over 1,700 students had signed a petition castigating SDS and calling for a swift restoration of order and education at Morningside. Also, by 4:00 President Kirk had agreed to the setting up of a tripartite disciplinary commission recommended by the College faculty the previous afternoon, and said that he would ask the Trustees immediately to approve a halt to the gym construction—concessions that strengthened the students in the middle. Shortly after, Human Rights Commissioner William Booth told a large student group that while he sympathized with some of the strikers' aims, "I do not support their tactics."

In Philosophy Hall, the Ad Hoc Faculty Committee was having considerable difficulty agreeing on a proper course of action. There was a hot feeling of urgency and some panic because of the Coleman remark about a possible police raid that night. Generally, the disagreement was on two levels: procedure and planks. At the level of procedure, numerous professors, though a minority, had grave reservations about the decision of Professors Westin, Soviet expert Alexander Dallin, sociologist Daniel Bell, and African authority Immanuel Wallerstein to proceed as if they were trying to resolve a dispute between two equal, legitimate parties. "Kirk and the administration aren't an auto company, Rudd and SDS are not Reuther and the United Auto Workers, and the faculty is not a neutral party with no interest in either side" said one professor. East European expert Joseph Rothschild '52 said, "This group is rising above principle to expediency. We're acting like value-free mediators choosing between \$2.75 or \$3.00 an hour. Have we forgotten about civil liberties, what a University is all about, and what is necessary to sustain an international fellowship of civilized discourse?" Another teacher found it strange that Westin, director of the Center for Research in Education and American Liberties, hardly mentioned

the rights of the majority of students, the faculty, Dr. Kirk or Dean Coleman and seemed to be adopting a "peace at any price" position. But the majority of the instructors in Philosophy Lounge, now nearly 250 but still less than 10 per cent of the total faculty, accepted the Ad Hoc faculty's role as independent mediator. "It's our only hope to prevent violence," said one English teacher. "We're their teachers. They'll listen to us," said another scholar confidently.

The other disagreement was over planks in the platform which the faculty would present to both sides. Especially controversial was Assistant Professor of History Robert Fogelson's idea of using a faculty strike to bring both sides to their knees. The strike was accepted, about 5:30, after several dozen younger teachers—preceptors, instructors, and teaching assistants sympathetic to the student strike—began to fill the Lounge and vote. At one point before that, a professor came in to say that President Kirk had agreed to the tri-partite disciplinary commission and to asking the Trustees to stop gym construction, as the College Faculty had requested the day before. Whereupon philosopher Sidney Morgenbesser said that perhaps the Ad Hoc Committee ought merely to reendorse the College Faculty resolution of yesterday instead of presenting Dr. Kirk with another rump faculty set of requests. He was shouted down.

About 6:15 the following resolution was agreed upon.

We, the undersigned members of the Columbia University Faculty and teaching staff, make the following proposal to resolve the present crisis:

1. We request the Trustees to implement the immediate cessation of excavation on the gymnasium site, by telephone vote if necessary.

2. We request the administration to delegate all disciplinary power on matters related to the present crisis to the tripartite committee, consisting of students, faculty, and administration.

3. We request the students to evacuate all buildings now, and we pledge our faith and influence towards a solution. Should the students be willing to evacuate the buildings, we will not meet classes until the crisis is resolved along the above lines.

4. Until the crisis is settled, we will stand before the occupied buildings to prevent forcible entry by police or others.

Professors Westin and Wallerstein



*Dean Clarence Walton of the adult school of General Studies addressing students in front of Lewisohn Hall, his main building. He kept the building open, served coffee, and engaged in jaw-to-jaw combat with students daily.*

then left immediately to bring the resolution to the SAS leaders in Hamilton Hall; and others brought the resolution to Strike Central in Ferris Booth and to Dr. Kirk.

Point 4 of the resolution was meant to prevent police action and violence on campus. Most of those who voted for it clearly did so because they believed it would help bring an eventual return to reason, compromise, and peace. It was also clear that a significant portion of those voting were also largely ignorant of the aims, tactics, and mood of SDS and other student left groups, and of the new militant attitudes in the black community. Also, they voted without a single mention of what was brewing in New York the next night and Saturday—a huge anti-war rally in the Sheep Meadow of Central Park. Leftist students had designated April 26 as “International Student Strike Day” and the celebration could bring several hundred or a thousand outside allies to Columbia’s SDS. With such reinforcements two days away, SDS was in no hurry to draw things to a close that Thursday night. This Kirk and Truman

had in mind, but the Ad Hoc faculty members did not.

When the professors left for some supper they found that President Kirk had suspended all classes and ordered all buildings on campus emptied and closed. At Lewisohn Hall, the headquarters of the University’s adult School of General Studies, about 200 G.S. students met with their dean, Dr. Clarence Walton, and some faculty and decided to keep the building open, defying both the Administration and SDS guerillas. Student and faculty volunteers manned the entrance, and continued to do so until the end of the rebellion.

The professors also were handed leaflets announcing a “March on Columbia” and a big rally at 116th Street and Broadway at 7:30 p.m. The leaflet promised that Borough President Percy Sutton, State Senator Basil Paterson, State Assemblyman Charles Rangel, Harlem CORE chairman Victor Solomon, Civil Rights Commissioner William Booth, and Negro militant Omar Ahmed—all black leaders—would be present to speak. The sheet was signed

“The United Black Front.”

That afternoon, while the Ad Hoc Faculty Committee met, Charles 37X Kenyatta, leader of the extremist Mau Mau Society in Harlem, had harangued a crowd of over 500 students in front of Hamilton Hall, making some inflammatory remarks. Among other things he said that Columbia was trying to take over Harlem, that Morningside Heights should now become a part of Harlem, that the gym ought to be re-negotiated with “the people” of Harlem, and that whites ought to turn Columbia over to black people.

These remarks by Kenyatta, plus the fact that several dozen faculty members of more liberal and radical persuasion had put on white armbands and were sitting on the steps in front of Hamilton and Fayerweather to protect the SDS and black students from the police, caused several hundred of the more conservative students to be screwed up to a new fury. “Kenyatta is as bad as Lincoln Rockwell. They ought to throw him off campus,” said one student. Said another, “First we get called white racists by SDS, then we get called scum



by a black racist." But most of the fury of the conservative students was directed at the Ad Hoc Faculty Committee. "The faculty has sold us out," was a widespread comment. "They've reversed their position of yesterday and have now decided to support the revolutionaries with their bodies." SDS can do anything it wants, like storm troopers, and that's O.K. But us? We are told to be non-violent, to be nice and rational, to do nothing. How ridiculous can the faculty get?" "We have no choice," said Paul Vilardi, an incensed College senior. "The President is doing nothing. The faculty is now backing the radicals. The only ones who can bring this nonsense to a halt is us."

By 8:30 not a single Negro leader had shown up for the rally. On hand, however, were several hundred pro-Negro (though not necessarily pro-SDS) students, several hundred anti-

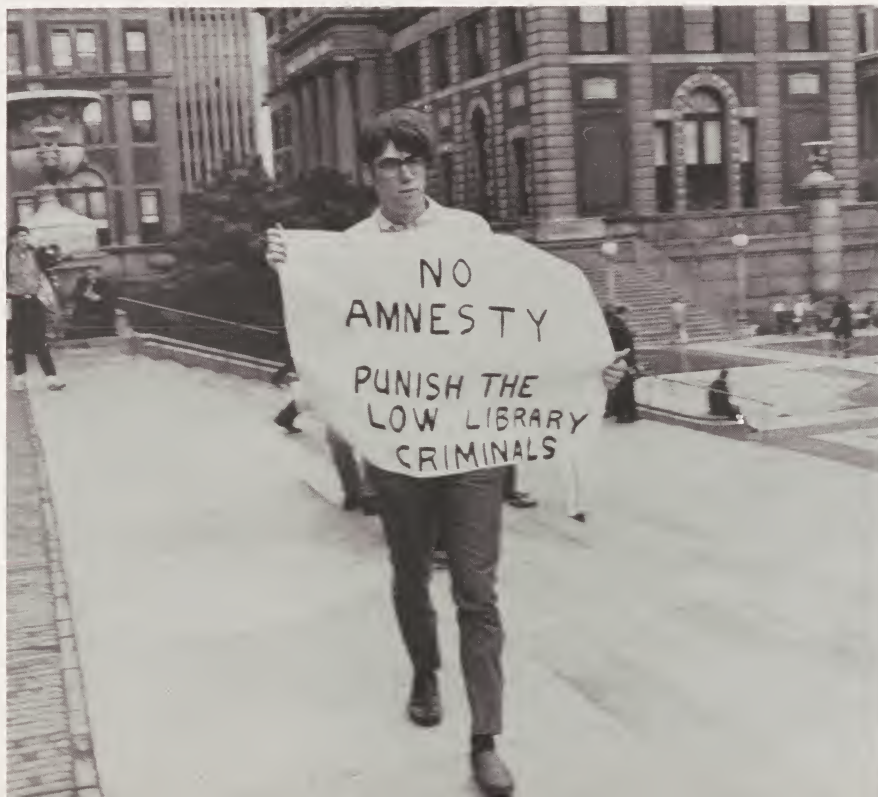
SDS students in a vigilante mood, and several hundred curious onlookers, many from the Morningside community. At 8:40 Charles 37X Kenyatta appeared outside the campus gates and started speaking, reiterating his black power claims and anti-white remarks. Some conservative students started heckling Kenyatta, who suddenly told the crowd that, "If one Negro student gets hurt the people of Harlem would come up and wipe out the students and the whole University." The conservatives bristled. At 9:30 Kenyatta then started, with a wedge of young black supporters, to walk through the Columbia gate to continue speaking with his brothers on campus. The conservatives locked arms to prevent his entry, and it looked like a fight was imminent. Five white SDS supporters raced down to Harlem to get help for Kenyatta.

Dean Harry Coleman, using a megaphone, begged the conservative stu-

dents to let Kenyatta through. They were reluctant. Then a group of 40 police rushed from the other side of Broadway and smashed the conservatives' blockade. Kenyatta entered, walking through College walk, escorted by Dean Coleman, to Amsterdam and down to the gymnasium site, where his rally ended.

The conservative students, now numbering about 700, gathered in front of the Sundial. Furious, they decided that Dean Coleman had reneged on his pledge of "definitive action" and had deserted the cause of law and order too. Some went to Hamilton, where a few students, angry at what they felt were the black extremists' threats to burn down Columbia, climbed up onto the windows and second story ledge of Hamilton. But most of the mob went to the quadrangle in front of Fayerweather at 10:30, determined "to pull the hippies, Commies, and pukes out of

*An undergraduate opposed to the SDS-led rebellion drums up support for his views.*



the building," as one put it.

In front of Fayerweather there stood a battery of professors and deans, several of whom addressed and pleaded with the conservative crowd for order. Some like Seymour Melman, Professor of Industrial Engineering, a well-known radical who was almost completely on the side of the student revolutionaries, were booed; but others, like Russian professor Robert Belknap, had a calming influence. Vice Dean of the College Thomas Colahan told the mob that the Trustees and President Kirk were conferring by phone and that "some action" could be expected soon. He counseled patience. "We've waited long enough. We're fed up," someone shouted, and three anti-revolutionary students who had found a window open on the left side of Fayerweather jumped up onto the ledge. Several SDS students moved to get them off the window, but one conservative said, "You lay one hand on us, and 1,000 guys will be all over you." The SDS students withdrew and prepared for a mob rush from the "jocks," as they called them.

Then Professor Alan Westin appeared before the hostile crowd in the near darkness. He told them that the Ad Hoc Faculty Committee was trying to resolve the situation quickly. An-

swer: "Nuts! The faculty has sold this University down the river. You've got to get those guys out of Low, Fayerweather, and Hamilton. They've been in there so long they're going to get tenure." (Laughter) Westin: "No, they won't, they haven't published yet." Reply: "What are you talking about? They're putting out a mimeod propaganda sheet every hour!" (More laughter.)

This banter seemed to ease things. Westin then invited any four or five anti-strike leaders to appear before the Ad Hoc Faculty Committee in 20 minutes to put forward their case. The group reluctantly agreed, and the crowd slowly began to disperse. Shortly after, five students did appear before the faculty group to explain their position, which they did with more conviction than skill.

Three representatives of SDS also appeared before the Ad Hoc Committee before midnight—Mark Rudd, Juan Gonzalez, and David Gilbert '66, a former SDS chairman at Columbia, now a graduate student at the New School for Social Research. They answered questions, making it transparent that they were in no mood to compromise. Said Rudd at one point, "We have made you guys a faculty. You ought to thank us, not be against us."

The stiffness of the three surprised many of the liberal professors, who were hoping for a peaceful, compromise solution. Allan Silver, Assistant Professor of Sociology, and a strong partisan of movements for greater social justice, rose and asked the SDS representatives: "Isn't there anything at all about Columbia College or the University that you can find favorable and worth preserving? If so, isn't there something you do to revise your tactics and your stand of absolute firmness?" The question shook the three, who suddenly recognized that their all-or-nothing stand, far from "radicalizing" and earning plaudits from the liberal faculty, was turning some of the sympathetic professors against the strike. Rudd, Gonzalez, and Gilbert left without answering.

During that entire evening, President Kirk was in the office at 109 Low, busily consulting with senior Columbia professors, calling Trustees, talking with the Mayor's office, civil rights leaders, and police officials. Hundreds of telegrams had started pouring in, many from important persons and university leaders around the nation, nearly all urging him to end the seizures immediately "before anarchy and insurrection spreads through the country," as one telegram read. Personally, Dr. Kirk was outraged by the strike, but he appeared amazingly calm throughout the evening. He's as poised as the British Ambassador in Hong Kong during a Communist riot against the Embassy," observed one astonished faculty member.

The pressure on Kirk to call in the police and terminate the sit-ins was enormous. Several of Mayor Lindsay's aides counseled, as one said, "a quick, surgical removal of the students before the sit-ins turned to bloody rioting." "We don't want the long, hot summer to start in April," quipped another. Several trustees and leading alumni urged the same thing. The deans of the prestigious Graduate Schools of Law, Business, and Medicine, backed by most of their faculty and many of their students, also insisted on a rapid restoration of classes and learning. By 11:40 on Thursday night, President Kirk had had what he believed were clear indications both from the SDS leaders and the blacks in Hamilton Hall that they were prepared

*Vice President David Truman, with bullhorn, announcing the cancellation of the first planned police removal at 2:30 a.m. on Friday, April 26. He and President Kirk did so in response to the Ad Hoc Faculty Committee's request that it be allowed to negotiate and solve the confrontation rapidly and peacefully.*



Alan Epstein

to compromise on nothing whatever (they demanded total amnesty and wanted "to win"), so he called Mayor Lindsay, who assented to police clearance of the buildings in the early hours of that morning.

Kirk and Truman then began to arrange for special precautions with the police: no nightsticks in the buildings; ample bullhorn warning to all the demonstrators allowing any of them to leave without arrest before police entry; four policemen to every rebel in the buildings so that recalcitrants could be peacefully carried out; paddy wagons at the side exits to the campus for swift, undramatic removal of the students. Kirk requested that each detachment of police be lectured at length by a senior police officer in the several precincts in which they gathered, so that the students would be treated as "student demonstrators not common criminals." Chief Police Inspector Garelik was involved in the arrangements and agreed to carry them out.

Garelik and his top aides were relieved that it would probably be Thursday night, or rather early Friday morning, that Columbia had selected as the time for removal because the police officials estimated that New York's force would be so busy on Friday and Saturday nights handling the huge peace demonstration in Central Park that they would not help Columbia.

Shortly after 1:00 a.m., about 20 student rebels from Low led by "J. J." Jacobs ("SDS's answer to the jocks," as one admiring protester put it), Tom Hayden, former SDS national chairman and now agitator in Newark, N. J., and the revolutionary Protestant chaplain William Starr, with another 15 of the most radical students from Fayerweather, sprinted across the campus into Mathematics Hall. They threw out the two janitors and piled a half ton of furniture in front of the door as a barricade, scribbled revolutionary slogans on the walls, and held a meeting to decide what to do when the police came.

As soon as the news of the seizure of the Math building reached 109 Low Library, President Kirk definitely decided to go ahead with the police action. Vice President Truman took it upon himself to walk over to Philosophy Hall to tell the Ad Hoc Com-

mittee of the faculty of the latest seizure and to inform them of Dr. Kirk's decision and the impending police action a few hours away. "I felt a deep obligation to my colleagues," he said later. Without ceremony, a bit embarrassed, and terribly saddened—as if he had to announce a faculty salary cut—he entered the lounge and stood at the back. When he got the surprised attention of the 200 disputing teachers, he said: "Gentlemen, I want to make an announcement that I expect most of you will not like. Another building, Mathematics, has just been taken over by the striking students and the situation has reached such a point that we now have no alternative except to call in the police. In 10 minutes the President will call Mayor Lindsay to request such action. Thank you for your concern and efforts. I'm terribly sorry." Truman turned and walked out.

There was a moment of stunned silence and several gasps, then cries of "No, no!" and "Shame" rang out above the few murmurs of "It's about time." Professors Westin and Dallin, along with several others, bolted out of the door to catch up with Truman. They succeeded. Inside Low, they pleaded with Kirk and Truman to "give us more time." They voiced their belief that the rebellious students would be reasonable and that the faculty, having a closer tie to the young students than the administrative officials, would be able to bring about a compromise resolution fairly quickly. Dr. Kirk yielded. The President promptly called off the police operation, to the annoyance of several police officials who had been making intricate preparations.

One condition that President Kirk made, though, was that the Ad Hoc Faculty Committee, in asking for power and time to effect a solution, had to assume responsibility themselves for dealing with the increasing threat of violence and destruction both inside the campus and from without. Professor Westin agreed on behalf of his colleagues, and beginning that night 24-hour faculty patrols were set up at each building, especially Low, and full professors of Japanese and chemistry, and instructors of sociology and English checked identification cards day and night at both the Amsterdam Avenue and Broadway entrances.

While Professor Westin and his colleagues were meeting with Dr. Kirk, a group of 40 or so faculty members, mostly left-wing and younger teachers, locked arms outside Low to prevent the police from entering the building. The police had orders to keep the Low entrance open; the strike-sympathizing faculty were expecting a police "bust," as it is called, so there was a nasty clash of teachers and police in front of the doors at Low at 2:00 a.m. Pro-rebel French instructor Richard Greeman suffered a cut on the head from a plainclothesman's club.

At 2:25 a.m. Vice President Truman stepped outside and announced to 300 teachers and students at the Low Library east door that the police action for that night had been cancelled at the request of some professors, that construction of the gymnasium had been suspended, and that the University would be officially closed until Monday morning. No library use, no classes, no laboratories.

Hoping to convince the rebel leaders to compromise a bit since Dr. Kirk had given in on several matters, Westin, sociologist Allan Silver, historian David Rothman '58, and College dean Alexander Platt, accompanied by *Spectator* editor Robert Friedman '69, met with Mark Rudd and other strike heads in the Mathematics Library at 2:45 a.m. and talked for one and a half hours. The Ad Hoc faculty were trying to deliver on the three points of their resolution of nine hours earlier: a halt to the gym construction, a tripartite disciplinary tribunal with final power, and evacuation of the buildings. They asked Rudd and his colleagues to leave the buildings, and negotiate matters. "You can always go back in," said Westin. Rudd replied, according to Professor Westin, "Are you crazy? Listen, so many of our people are studious types that they would never go back in. We'd lose our revolutionary cohesion. You don't give up a neat situation like this once you have it." The faculty representatives left around 4:00 a.m. a bit shaken at the strikers' rigidity and revolutionary fervor, but both sides agreed to talk again the next day.

The Ad Hoc Faculty Committee was now on the spot, and the best of them knew it. They met almost continuously from 10 o'clock in the morn-



ing till well after midnight that Friday, April 26, and their leaders and representatives feverishly sought to effect some sort of quick solution.

Soon after they convened on Friday morning, a College senior named Paul Vilardi, one of the anti-strike leaders, appeared before them. He said that the students opposed to the seizures and disruption, "over three-quarters of this campus," had decided to form a group called the Majority Coalition. He asked the Ad Hoc professors to stop acting as the "private police force" of the rebels, protecting the strikers from the administrators, the cops, and the other students while allowing the rebels to move about freely, propagandize for support, bring in outside agitators and Harlem zealots, and print libelous literature. He reminded the faculty, "You did not stop the violence last night. We did." He said that while the Ad Hoc faculty were pretending to be impartial and fair, their every deed was in support of the revolution, of violence, of anti-Columbia and anti-intellectual acts. Outside, later on, he added, "We're the only guys on this campus who are supporting the College Faculty resolutions, non-violence, and return to normal educational practices; and, it's so crazy, but we are the very guys who get dumped on the most."

Several of the 325 professors in Philosophy Hall Lounge acknowledged that, in effect, their actions had been supportive and protective of the rebels. Assistant Professor of History Robert Fogelson then proposed that the faculty could not continue to protect the unlimited rights of access and seizure of buildings of the left wing students while denying all rights of access and study to the center and right wing students. "If we are prepared to block the Majority Coalition's entry into the buildings, we ought to be prepared to block the entry and exit of the SDS students." There was applause, and

then the Ad Hoc faculty voted 196-125 to surround at least one building, Low Library, after consulting with the SDS leaders. From Friday noon on, a ring of teachers stood underneath President Kirk's windows to see that no other rebels entered or left Low's occupied offices.

As word spread that the police threat had been postponed by the Ad Hoc faculty group, and that the deans and Ad Hoc professors were being protective and conciliatory toward the protesting groups, other students began to enter the buildings. On that Friday the revolution acquired a kind of quasi-legitimacy. This near-legitimacy was in great part due to the Ad Hoc Faculty Committee's approach toward the SDS-led rebels, which was one of recognizing them and treating them as if the dissenters were a *bona fide* labor union with stature, knowledge, and authority equal to that of the Administration, Trustees, and the Faculty. Peter Gay, Shepherd Professor of History, wrote about this approach of the liberal and left-wing professors later (in the Summer issue of the *Partisan Review*):

They were attempting to set up an unreal situation—that is, they were treating it as though it were, let's say, a labor dispute between equals: union on one side, management on the other. In fact, the situation never even remotely resembled this. There were students illegally occupying buildings; it was understood that sooner or later they would have to get out. And on the other side there was the Administration which, however unjust or unpopular it might be, was nevertheless the legitimate power. Under these circumstances . . . for the faculty to put itself in the middle, as though the students and Administration were two equals confronting one another, was really a tactical and in the long run a strategic mistake.

Not only Columbia students entered the seized buildings. Girls from Sarah Lawrence and N.Y.U. and young men from C.C.N.Y. and the East Village came in. Some Columbia students were merely curious and stayed only a few hours, but others joined the interminable meetings and discussions inside and found new meaning and importance in life. "It's like some beautiful kibbutz, without the daily chores to do," said one G.S. student. "I'll never have to see my shrink [psychoanalyst] again," said an elated female graduate student leaving Fayerweather.

For many, "joining the strike" was

as much an aesthetic act as a political one, as much an emotional and irrational step as a conscious, rational decision. One could hear, and did, over and over again about the SDS-led revolution, exclamations such as, "It's so fantastic, so beautiful!" or "What a tremendously bold thing!" or "Isn't it wild and exciting?" When most of these exclaiming students were asked why using a leading university to start a national social revolution was "beautiful," they could only repeat their adjectives of awe and approbation.

Among those who began to join the sit-ins, or lockouts in the barricaded buildings that Friday were dozens of students who felt that President Kirk's administration had been weak, foolish, and aloof; others who believed the faculty had too long neglected good teaching and the personal growth of the students; and still others who were bored with their overly methodological and heavily mathematical courses, were adrift about a major subject, or were unhappy about their graduate school or General Studies academic programs. In short, a new group interested mainly in improving Columbia University rather than in capturing it swelled the ranks of the student protesters. These "liberals" or "reformers," as the SDS radicals called them, were to give the Strike Steering Committee much trouble.

By Friday at sundown the number of young strikers in the buildings had risen from 250 early that morning to 450.

Woodberry Professor of English, Lionel Trilling '25, one of the most morally sensible figures of our time, has written apropos of the Columbia rebels, also in the *Partisan Review*, Summer issue:

There has developed among young people an appetite for gratuitous political activity. In speaking of their political activity as gratuitous, I don't mean to say that it has no relation to actuality; but quite apart from all actual and practical ends in view, there is, I think, the desire to be politically involved, in some extreme and exciting way. . . . The gratuitous element is considerably greater than it was in the thirties. For young people now, being political serves much the same purpose as being literary has long done—it expresses and validates the personality. In saying this, I don't mean to question the authenticity of their emotions and motives, but I do mean to suggest that many—not all—

*Student rebels on Low Library window ledge. On Friday, April 26, the revolution acquired a quasi-legitimacy. The strikers were protected from the conservative students by the police and from the police by the faculty. The Faculty's withdrawal of its earlier condemnation of the rebellion allowed many other discontented students to join the revolt.*



of the issues they raised were adventurous or symbolic.

The political stance of those in the buildings was blurred, but vaguely in agreement. Professor Julian Franklin, an astute political theorist, summed it up best as "anarcho-syndicalism with Leninist overtones." That is, the students were at bottom anarchists who felt that somehow society could be run by a confederation of small communes or decentralized, democratic organizations, possibly kept in line, however, by a small, authoritarian, one-party group of enlightened young political leaders, totally committed to social justice and maximum individualism.

Anarchism has never been a major political outlook in America, but the student left is giving it a new dignity, or at least notoriety. There is only one early figure, scarcely known in American history, who espoused anarchism philosophically, Josiah Warren (1798-1874), who wrote one book, *True Civilization*. Warren wrote in an article in 1848:

In a progressive state there is no demand for conformity. We build on individuality. . . . With regard to mere difference of opinion in taste, convenience, economy, equality, or even right and wrong, good and bad, sanity and insanity—all must be left to the supreme decision of each *individual*, whenever he can take on himself the *cost* of his decisions.

Everyone, according to Warren, should be completely free to do "his own thing." And only one major American philosophical anarchist appears in more recent history, Emma Goldman (1869-1940).

Of course, many Americans of a strong Jeffersonian bent have long practiced a kind of passive anarchism, sheep ranching in northern New Mexico, running a gas station in an almost deserted area of Montana, or living without newspapers, TV, or magazines in Boston, Atlanta, or San Francisco. And there have been active anarchists in America from time to time, such as "Big Bill" Haywood and his action-oriented street fighters of the Industrial Workers of the World. The Wobblies, as they were called, were active in the pre-World War I decade. But even today, there are only a few persons around in the United States—Dwight MacDonald and Paul Goodman are two—who openly profess anarchism of

a philosophical sort.

Anarchism is largely a European ideology. Its chief explicators are the Englishmen Gerard Winstanley and his Diggers, William Godwin, Bertrand Russell, and Herbert Read; Frenchmen like P. J. Proudhon and possibly Georges Sorel; and the Russians Michael Bakunin and Prince Kropotkin. Its basic ingredients are a belief that human nature is basically good, loving, and cooperative and that all kinds of authority are bad. People should live together in peace and brotherhood, working and playing in small voluntary associations, ruled only by reason and sympathy. Work should be pleasurable, but if idleness brings one pleasure, that's all right too.

Anarchism is humane and forever progressive. It is also blatantly reactionary and contradictory, envisioning a return to some mythical primitive state while keeping most of the comforts and bountiful possessions of modern, bureaucratic industrial life. (A knowledgeable British journalist promptly dubbed the Columbia rebels "The Ruddites," after the Luddites, English workers who smashed their

machines in the early 19th century to halt the advance of industrialism.) Alexander Gray in his brilliant volume *The Socialist Tradition: Moses to Lenin* writes:

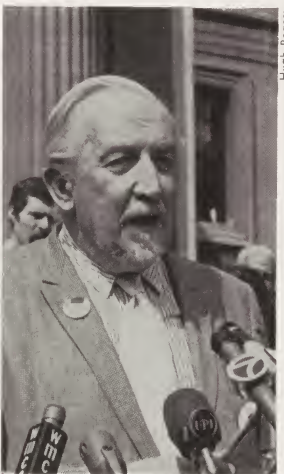
The fundamental trouble with the anarchist is that, though he may be highly intelligent, he has no sense. It follows that a fruitful discussion of anarchism is almost an impossibility. If they do not realize that they have set their net among the stars, no word of man will persuade them that their thoughts are moving in a world unreal and unrealizable. Anarchists are a race of highly intelligent and imaginative children.

Nonetheless, anarchism—not often recognized openly by its advocates as such—is in vogue among an important segment of American youth, and indeed youth of many other industrial nations, at the present time. There is even a new magazine, *Anarchos*, that began publishing in New York's East Village in February, 1968. Written by a group of people in New York City who seek to advance "nonauthoritarian approaches to revolutionary theory and practice," the magazine's young supporters believe that "a qualitatively new order of possibility faces our generation—the possibility of a free, non-repressive, stateless and decentralized society based on face-to-face democracy, community, spontaneity and a new meaningful sense of human solidarity." In an impressive article in the first issue, Robert Keller writes:

There is no "revolutionary situation" at this time in America. . . . Once we grant that a revolutionary situation does not exist now, we can add with the justification of a clear perspective that the *potential* for a future revolution is greater in the United States than in any other industrialized country in the world. We can begin to deal with that potential, not as lightminded adventurers or academic theorists, but rather as significant catalysts who can offer consciousness and a clear sense of direction to the elemental forces at work.

What are the elemental forces at work?

The most important process going on in America today is the sweeping de-institutionalization of the bourgeois social structure. A basic far-reaching disrespect and a profound disloyalty is developing toward the values, the forms, the aspirations, and above all, the institutions of the established order. On a scale unprecedented in American history, millions of people are shedding their commitment to the society in



Dwight MacDonald, one of the few acknowledged anarchists in America, speaking at Columbia this spring. Anarchism has become popular among a portion of today's college students.



which they live. . . . This molecular movement creates an atmosphere of general lawlessness: a growing personal, day-to-day disobedience, a tendency not to "go along" with the existing system, a seemingly petty but nevertheless critical attempt to circumvent restriction in every facet of daily life. The society, in effect, becomes disorderly, undisciplined, Dionysian—a condition that reveals itself most dramatically in an increasing rate of official crimes. A vast critique develops of the system—[like the Enlightenment during the French revolution]—which seeps downward and accelerates the molecular movement at the base. . . .

A second parallel between the revolutionary Enlightenment and our own period is the emergence of the crowd, the so-called "mob," as a major vehicle of social protest. . . . Contrary to social psychologists, who see in these modes of direct action the submission of the individual to a terrifying collective entity called the "mob," the truth is that riots and crowd actions represent the first gropings of the mass toward individuation. The mass tends to become de-massified in the critical sense that it begins to assert itself against the really massifying, automatic responses produced by the bourgeois family, schools, and media. The rebellious crowd marks the beginning of a spontaneous transmutation from personal to social revolt. . . .

In the era when technological advances and cybernation have brought into question the exploitation of man by man, of toil, of material want in any form whatever, the cry—be it "Black is beautiful" or "Make love, not war"—marks the transformation of the traditional demand for survival into a historically new demand for life. . . .

What we are witnessing, in short, is the breakdown of a century and a half of embourgeoisment and a pulverization of all bourgeois institutions at a point in history when the boldest concepts of utopia are realizable. . . .

In the epoch ahead, the goal of the revolutionary process will no longer be the seizure of power by a specific group or class, but the dissolution of power by society at large. . . . What this means in the "private" sphere is that the individual finally gains control over all the conditions of his personal life. What this means in the "public" sphere is that the popular assembly—emphatically not the "soviet" or the "worker's council," with its indirect mode of representation and its inherently hierarchical structure—gains control over all conditions of social life. And, in the decentralized, ecologically balanced community of free individuals and public assemblies, the private sphere and public sphere merge—and re-emerge—as a qualitatively new domain of human freedom.

By Friday there were numerous anarchist-inclined students in the buildings, though Hamilton's blacks had

very few in their midst, and the strikers in Mathematics tended to be much more Leninist and strong-armed in their approach.

A half hour before noon, a professor broke into the Ad Hoc Faculty meeting to announce that 150 Negro teenagers from nearby Harlem schools had pushed their way onto the campus past the four faculty members checking ID cards, and that 200 more were expected to come after lunch hour. "They seem to want to help their black brothers in Hamilton and take over another building or two," someone else reported. The faculty disbanded to see if they could help keep order. Fearing possible violence to faculty members, President Kirk ordered police barricades to be set up at the two open gates to the main campus at either end of College Walk.

The Negroes were mostly males, though roughly one-third were females, and they were young. About half of them were under 15, and some were only 12 or 13 years old. Two of them had bullhorns, and a number of them had transistor radios. All of them were playing hooky from their high schools and junior high schools. They gathered in groups of 40 or so on South Field to

listen to soul music and address the crowds of onlookers, who were mostly curious, angry, or frightened. There was a kind of assertive gaiety about them, but some of the older young men swaggered and acted like braggadocios. "Columbia's got integration, but it's a token integration. But we don't care about that any more. We blacks want the whole university now." So shouted one fellow. Several others talked about taking over another building.

Before very long, however, the teenagers were spoken to by Negro students from Columbia, who counseled them to cool down. One SAS member grabbed the bullhorn from a fiery young speaker, who was prodding his group to seize a building, and admonished the youngsters for their undisciplined enthusiasm. The black students in Hamilton Hall had clearly developed an amazing control over themselves and considerable purpose and poise in dealing with the many sympathetic Negroes in other areas of New York. They had also developed an independent position in the strike, vigorously defending the interests of black citizens near Morningside, but playing down the demands of student power and a university takeover coming from the other buildings. They began to feel that, as one of their internal fliers put it, "The SDS leaders are clowns playing games." At 12:45, when the Ad Hoc Committee reconvened, Professor Wallerstein, who had again been in Hamilton with the blacks, announced to his colleagues, "The blacks in Hamilton are now the most rational, disciplined group in the insurrection."

Shortly after Wallerstein spoke, a small insurrection broke out among the Ad Hoc Faculty group. Alarmed by the possibility of hordes of young blacks coming in from other parts of New York to roam around the campus in a violent mood, and angered by SDS's fury at being policed by the faculty, numerous of the more senior professors began to have second thoughts about the wisdom of calling off the cops the previous evening. Said one professor: "SDS is literally playing with fire. They are going into Harlem to foment hatred and violence over which they clearly will have no control." Three successive speakers got up and argued for "an end to faculty sympathy and support of reckless rebels who have lost all con-



English professor Lionel Trilling '25 at a recent Class Dinner. "For young people now, being political serves much the same purpose as being literary has long done."



*About 150 Harlem high school students broke into the campus on Friday afternoon, April 26. Black students at Columbia helped prevent possible vandalism and mayhem, however, and the teenagers left without incident.*

cern for the work of this institution and the safety of its members." A law professor, irked at SDS demands for total amnesty or a tribunal over which they would have complete control, said "It is wrong to allow anyone who has broken laws and grossly violated people's civil liberties to dictate who will try them for their infractions." Finally, one scholar rose, and finished his brief denunciation of the revolutionary strikers with the sentence, "Those who play with violent revolution have to expect counter-violence as part of their game." Cheers and applause broke out, but there were also a few cries of "Shame!" and "No, No!"

Professor Seymour Melman, a pro-strike member, tried to halt the mounting disillusionment with the rebels by switching all the blame to President Kirk. "The kids are reasonable but the Administration's position is rock-hard," contended Melman. He partially succeeded; but Professors Dallin and Westin reminded him and his supporters that President Kirk had given in on at least a few points, but the Strike Steering Committee seemed to be adopting an all-or-nothing approach.

Then, the Ad Hoc Faculty meeting broke up again at 1:30 because it was announced that SNCC leaders H. Rap Brown and Stokely Carmichael, accompanied by 100 young Negroes, had surged past the police at the Amsterdam gate, knocking a professor down,

and were headed for Hamilton Hall. The police responded quickly, stationing 40 patrolmen very prominently on the steps of Low Library "as a show of force" to deter possible violence.

About 1,500 students and teachers (and almost 100 members of the press and the TV networks), were gathered outside Hamilton Hall waiting to hear what Brown and Carmichael would say to the Columbia community. At 1:55 the two black militants emerged from Hamilton and a hush spread through the crowd. Behind the two stood a cordon of faculty members, including government professor Bruce Smith with a handful of daffodils. Brown, wearing a black turtleneck shirt, a dungaree jacket, and blue jeans, repeated the four demands of the group inside Hamilton, said the college students inside were "fighting against the racist policies of this university and for the rights of the black community," and threatened that, "If Columbia doesn't deal with the brothers in there, they'll have to deal with the brothers in the streets." Brown was surprisingly brief and lukewarm, and to everyone's astonishment, Carmichael chose to say nothing at all. "Holy cow," exclaimed one awed graduate student, "the Hamilton guys told them to cool it too!" Brown and Carmichael promptly left the campus, never to return.

Meanwhile, Professor Alan Westin and several other hopeful professors of

the Ad Hoc group negotiating committee went to Strike Central on the third floor of Ferris Booth Hall to talk again with Rudd and his comrades. Rudd received them sitting back with his stocking feet on the desk, looking like a tired Fidel Castro receiving a half dozen bloated sugar plantation owners. With Rudd's black socks only 18 inches from their noses, the seated professors again pleaded that the rebels empty the buildings and submit to the just agreed upon tripartite tribunal, "prepared to be as lenient as possible."

Rudd, emboldened by the increased number of students in the buildings, the presence of Rap Brown and Stokely Carmichael on campus, and the possibility of a thousand peace marchers coming up to Morningside the next day, scoffed at the idea. He said that in addition to amnesty for all and the other demands, the strikers now demanded also the immediate resignation of President Kirk and Vice President Truman, and a change in the corporate structure of the University so that the students and faculty would have *all* the power, and the administrators and Trustees none.

The Ad Hoc representatives were stunned. Far from being willing to compromise, the SDS leaders had escalated their demands. The scholars told Rudd of their fears of another right-wing student reaction, worse than that of the previous night. Rudd dis-

missed the possibility, arguing that the moderates and conservatives were completely unorganized and that most of them would be leaving the campus in a few hours for a good time over the weekend. "We'll have time to continue radicalizing you professors," said Rudd. Dazed and dejected, the faculty walked back to Philosophy Hall to report the disappointing news.

About 4:00 that afternoon, while nearly 2,000 Columbia persons milled around on College Walk, South Field, and Low Plaza, the Majority Coalition began to itch for some real action again. Neither the Ad Hoc Faculty group nor President Kirk's office was printing any news of their own efforts or their results, so rumors were rife. The atmosphere was full of distrust and derision for nearly all the administrators, deans, and professors, who, it was felt, stood inactive, helpless, naive, and stupidly sympathetic while several dozen, outspoken zealots held the entire University paralyzed in their sneer-grip. Nearly 1,000 students wore light blue buttons with "Stop SDS" printed in white on them. Over 1,200 students had put on light blue crepe armbands. "The blue armbands stand for peace through a restoration of order on this campus," said College senior Louis Orans, one of the Majority Coalition leaders. Behind him the magnolia trees in front of Furnald were in full bloom and a huge cloth sign hung from Fur-

nald Hall with "No Amnesty" painted on it in red letters.

The Majority Coalition was handing out two mimeographed leaflets. One was a letter of introduction.

We are the Majority Coalition. We represent the 2,000 students who signed the petition circulated on Wednesday. Mr. Rudd has made his demands. We demand nothing. We can only request.

We support any reasonable alternative to SDS's ultimatum, including the Tripartite Commission. It is a positive step. We look for others.

SDS demands amnesty. Amnesty is out of the question. This is the feeling of the majority of the students and many of the faculty.

We represent campus moderates, not the right wing as Mr. Rudd would lead you to believe. Internally we may differ on substantive issues, but we are united in our condemnation of SDS tactics. We have acted responsibly and rationally in the face of provocation; yet, make no mistake, we are resolute in our purpose.

#### THE MAJORITY COALITION

The other was a "Statement of Principles" of the Majority Coalition.

WE REFUSE: To admit the principle of government by a lawless and self-appointed minority.

WE BELIEVE: That the demonstrators are motivated not by a passion for justice, but by a desire to act like professional revolutionaries.

WE AFFIRM: That the University has acted in good faith in respect to the gym; that the gym would be welcomed by the Harlem community as a whole; and that the controversy has been stirred up by political opportunists.

WE DEMAND: 1) That the fate of the gym be decided in consultation with responsible and representative opinion from the Harlem community as a whole.

2) That those who have broken University regulations be punished in accordance with normal disciplinary standards.

WE RESOLVE: To support the kind of negotiation and actions that the faculty are at present conducting.

The Strike Steering Committee was obviously stung by the widespread criticism of their tactics and their demand for total amnesty. Within three hours, they had mimeographed three separate fliers of rebuttal. About their tactics, they claimed that they had tried "dozens of times" to have open hearings on key issues, had exhausted every possible channel for petition, redress, and proper reform, and had been shut off or ignored every single time. Thus, they had no recourse but violent, dramatic action. About amnesty, SDS wrote, "The amnesty demands are not advanced just to save our necks." Amnesty was "a vital precondition for fair negotiations on the other issues. . . . Negotiations are a sham while the Administration is trying to eliminate us as a political force." Anyway, said the SDS spokesman, "The rules established by the Administration are not legitimate."

At 5:00 the Majority Coalition met in Wollman Auditorium, about 700 of them. The meeting was somewhat disorderly, and numerous athletes were among the 20 students who spoke. The general mood was one of impatience. As one speaker said, "Both the Administration and the faculty are soft pushovers. Yesterday they told us that the majority of students would have some resolution. What happened? Nothing. In fact, the pukes took over another building, and black militants are on campus threatening to burn the University down." Possibly one third of the group were in favor of some strong, affirmative action, like surrounding Fayerweather so that no students or supplies could get out of the building. But most favored more moderate action. "Let's back the three faculty proposals," said one, "the SDS will laugh at the professors anyway, and the faculty will see then what crazy revolutionaries they are trying to appease." Another suggested suing SDS for \$1 million in damages for depriving other

*Three College members of the Majority Coalition, the campus moderates and conservatives opposed to the SDS-led rebellion. Incensed at what they regarded as Administration stalling and Faculty fellow-traveling, they urged a quick removal of the rebels, punishment, and resumption of studies.*





students of the education they had paid to receive.

Once, *Spectator*, the student daily, was mentioned, and there were boos. "Spec is with the radicals 90 per cent," shouted one voice in the crowd. By Friday, *Spectator* had dropped all pretense of objective reporting and was almost totally supportive of the strike. A few of the reporters, such as Jerry Avorn, a hard-working but somewhat puerile and volatile College junior, were close to acting as spies for Strike Central by abusing their press privileges, while others almost abandoned the paper's traditionally high professional standards of journalism. The consensus among the students was that *Spec* had "sold out" to the revolutionaries. The next day, Saturday, *Spec's* managing editor, Michael Rothfeld, resigned because of what he felt was the blatant pro-rebel slanting and selection of news. "Half the guys, including my roommate, also an editor, have become Che Guevara types."

By contrast, the campus radio station, WKCR, had, after a shaky start, started reporting the rebellion blow-by-blow with astounding thoroughness,

fairness and alertness. They had student reporters with walkie-talkies at all key points, talking in the news, with a minimum of opinion or editorial bias. So impressive and unbiased—and instant—was their coverage that possibly a million interested people in metropolitan New York started listening to the student FM station (89.9 megacycles) continuously as the chief source of news about Columbia; dozens of young alumni came back to campus to help the sleep-starved staff of 50; and WKCR president Robert Papper of Albuquerque, New Mexico, and his staff were praised in Saturday's New York *Times* by TV-Radio critic Jack Gould. "Under extraordinarily difficult conditions it has been doing a remarkably alert and responsible job . . . The mature young people of WKCR are performing with a credit to themselves and broadcasting."

At the Majority Coalition meeting one of the College's more popular history professors, James Shenton '49, was, like *Spectator*, also booed. In fact, he was shouted out of Ferris Booth Hall when he asked to speak to the Majority Coalition. Shenton had been one of the

handful of senior teachers supporting the strikers and denouncing the Administration, the athletes, fraternity students, and even the moderates and civil libertarians, it was felt.

Finally, economics professor C. Lowell Harris, a thin, greying, Nebraska-born expert on U.S. fiscal policy, got up, after someone suggested that the group sit-in in front of Philosophy Hall as a show of support of the faculty proposals, and said, "I'm very impressed by that suggestion. Let's all go over to Philosophy Hall to show our strength and opinions in peace." The 700 students marched out of Ferris Booth at 5:45 with Professor Harris as their pied piper and sat and stood in front of the building in which the Ad Hoc Faculty group was meeting. Professor Harris told them: "I assure you that some of the finest, most brilliant persons in this University are working around the clock to end this ugly affair. Right now, both SDS and the Administration are deliberating on the three faculty proposals. Stay calm. Be reasonable." Frank Dann, the tall, blonde, handsome captain of the College's swimming team, who was emerging as the most articulate, sensible, and forceful leader of the Majority Coalition said, "Amnesty is the key issue, I don't care if SDS gets out in three hours or three days, so long as they get punished for their incredible behavior, for the damage they have done to Columbia, for their violation of the rights of thousands of students and faculty."

Several faculty members who saw the Majority Coalition students on the grass outside their windows expressed their distinct discomfort at having the athletes, fraternity men, young Republicans, and numerous moderates staunchly supporting their proposals while some of their favorite student poets, intellectuals, and radicals were calling the faculty obscenities.

While the Ad Hoc group talked, and the Majority Coalition students sat outside, SDS had called "an important press conference" at 7:30 in the Schiff room of Ferris Booth Hall. (SDS had begun playing heavily to the press, hoping to use it as its broadcasting arm.) Before 150 members of the press, standing alone before four microphones, bathed in the intense, slightly eerie blue-white TV lights, a tired-looking Mark Rudd read his committee's

*Undergraduate engineer at WKCR. The student-run campus radio station drew high praise from many quarters for its reporting and reasonably objective reporting of the minute-by-minute developments during the spring uprising.*



Hugh Rogers

statement. Echoing Frank Dann of the Majority Coalition, it read, in part:

The key issue is whether or not the University will grant the demonstrators a general amnesty. . . . The actions we took were necessary and just and we will not accept judgment or punishment from an illegitimate authority—the Administration.

Now the faculty is attempting to devise compromises on account of what they think is a threat of violence either from campus right wingers or from the blacks. We feel the faculty is unrealistically panicky. . . . If the faculty wishes to prevent violence and resolve the entire crisis, they should support our demands. . . .

Said one TV reporter: "Well, that's it. The Ad Hoc Faculty have been destroyed as a negotiating body. Rudd has made it clear: total victory for SDS or the cops." An hour later one bearded striker told a Columbia professor, "We have you by the genitals. If you give us amnesty, we'll win; and the revolution will spread. If you don't grant amnesty, you'll have to call in the cops. Then the whole world will see on television what fascists you guys really are. We'll win that way too."

In Philosophy Hall, Professor Westin reported to the Ad Hoc group that Rudd and his colleagues had been unbending. In fact, they now wanted to abolish the Administration and "radicalize" the professors. Philosopher Samuel Coleman and literary historian Lionel Trilling also reported on their meeting with the Majority Coalition leaders. The Majority, they said, had decided to back the Ad Hoc faculty proposals and to remain non-violent.

Three other professors reported on private attempts they had made in Avery, Math, and Fayerweather. Avery was "increasingly being 'controlled'" by a few revolutionary types, who were withholding information and limiting speech among the students sitting in, it was reported. Fayerweather students seemed the most mixed in opinions and a large minority was in favor of agreeing to the Faculty's three proposals. Mathematics, with Tom Hayden and numerous non-Columbia people inside, was a fanatical revolutionary commune, holding incessant meetings and granting entry to serious radicals only.

Professor Wallerstein reported that President Grayson Kirk had selected three faculty to advise him on the possible police action: Russian expert Alex-

ander Dallin, Law professor William Carey, and Nobel Laureate physicist Polykarp Kusch.

The mood was glum. Several professors had realized that their earnest and valiant attempts at a compromise, peaceful solution had been sabotaged by the unyielding, arrogant student leaders of the strike. One dean said sadly, "It has taken these liberal, sympathetic faculty members two days to realize what Drs. Kirk and Truman knew earlier: that SDS leaders are not educational reformers but romantic revolutionaries bent on capturing Columbia as a dramatic gesture to radicalize the nation."

Several left-wing professors, Melman, Hopkins of sociology, Shenton and Kaplow in history — and a few others desperately anxious to avoid police action against the rebelling Columbia students, suddenly began a concerted push for amnesty. Marvin Harris of anthropology said, "For every one of our moral principles, the striking students have a moral principle. These balance out, and add up to a draw, to amnesty." The push was resented by many. "They are playing on the white, middle-class guilt feelings of some of their colleagues," observed one professor. The leftists, however, could convince, at best, one-fifth of the 300 teachers in the Lounge.

Professor Walter Metzger, a strong left-of-center liberal spoke. "We must be compassionate, even grateful, but we must hold firm against amnesty. The leaders are escalating every concession we make. They want judicial power. We give them that, and they demand legislative power. If we give that, they will ask for administrative power; then military power over the guards and police; and foreign power over Columbia's dealings with all outside agencies and groups."

A courier came in at 9:35 and said that Rudd and his colleagues would like to see Westin and his negotiating team again. A 30-minute recess was called, as Professors Westin, Silver, and Rothman left the room.

At the recess about 20 professors, mostly of senior rank, left the Ad Hoc Faculty group for good, claiming variously that it had clearly failed to accomplish its purpose; that it was dominated or at least heavily influenced by obviously left-wing professors



Senior Frank Dann (above), along with classmate Paul Vilardi, led the Majority Coalition.

Popular history professor James Shenton '49 was booed for his support of the rebels as was Spectator, the campus daily.



and, worse, young leftist preceptors and teaching assistants; that it had no sense of reality any longer (ignoring things like academic freedom, majority sentiment, and alumni, administration, trustee, and public opinion); and that it was acting as a representative of Columbia's faculty when in fact it was only a small rump group of self-appointed "saviors," as one put it.

"You can bet that Melman, Harris, and that gang would not argue this doctrine of 'necessary accommodation to avoid bloodshed' if a right-wing group had seized the University, demanding control," said one disgruntled scholar. "Daniel Bell will have to write a sequel to his *End of Ideology*, called *End of Standards*. He and Westin seem determined to scrap every remnant of academic principle to appease the left-wing kids, despite the rebels' putschist tactics and their coarse anti-intellectualism," another said angrily. Several of the dissidents said they would ask President Kirk to call a "real faculty meeting," meaning a special convening of all assistant professors, associate professors, and professors from all schools of the University.

The Ad Hoc group recessed again at 11:55, for 15 minutes. (All during the faculty deliberations, teachers came and went in shifts to do guard duty in front of Low, or at the campus gates.) When the faculty group reconvened at 12:10 its composition was markedly smaller and was mysteriously different. Many of the senior professors had gone home for the night and at least half the group was under 30 years of age. Dozens of preceptors, teaching assistants, and instructors — some from Teachers College, Barnard, and many from General Studies — packed the room. Also present were almost a dozen non-Columbia persons, who had slipped in somehow. There were two C.C.N.Y. instructors and one instructor from Queens College; two young College alumni who taught nowhere; a young man who said he had been asked to teach at Columbia "next year." Said one Government professor after looking around him, "This is just like 1935! The leftists are packing the meeting."

At 12:05 Professor Wallerstein, just back from Hamilton Hall, reported that the black students wanted the night to deliberate some more about the faculty



Engineering professor Seymour Melman, one of the most active pro-Strike supporters, judging a paper airplane contest on campus last spring.

proposals. "We have the night," he said. After he finished, three students from the Columbia University Student Council, largely a do-little stronghold for leftists and politicos that has for years been out of touch with much of the variety and breadth of Columbia student opinion, spoke to the Faculty and distributed a statement, backing the striker's demands and demanding also the "effective involvement of students and faculty in the governance of the University." They urged the professors to vote for amnesty since, as one of them put it, "The danger of violence is so great that any solution that will prevent it is necessary." The three, Dan Pellegrom, president of the Council, Tomec Smith, president of the General Studies student body, and law student Peter Bierstedt '65, were then submitted to a series of questions, mostly by moderates. "Is this a personal statement of the dozen students who signed it, or a document that represents the opinion of most of the University's students?" Embarrassed, the three said it was their personal statement but represented some "significant" student opinion. "Doesn't this handbill totally support the SDS actions?" The three refused to answer directly. "Why do you propose amnesty?" Said one, "Because all of you have to deal with the facts, with reality, and forget about principles." The three student leaders left, not having distinguished themselves or the

Student Council in front of the faculty.

Nevertheless, the appearance of the leftist student leaders served to kick off a stampede toward a vote for amnesty. With noise and tumult that the Ad Hoc Faculty Committee had not seen heretofore, moderate speakers were booed and pro-SDS and pro-amnesty speakers were cheered wildly. Sensing a decline of reasoned discourse, the slightly peculiar composition of the Ad Hoc body, and the lateness of the hour (12:40), economics professor Peter Kenen '54 moved for adjournment. There were shouts of "No, No! Amnesty now!" but Kenen's motion was carried by a slim 70-64 majority.

While the stampede for amnesty was taking place, Professor Westin and his aides were meeting with Mark Rudd and his aides in Ferris Booth Hall. Although Rudd sought the meeting, and although it lasted for two hours, from 10:30 to 12:30, nothing new was discussed. Rudd berated the Faculty negotiators because individual professors were going into the "liberated" buildings to encourage peaceful compromise. "They are wrecking our solidarity." He also accused Westin and his colleagues of reporting inaccurately to the Ad Hoc group what was actually going on between the two negotiating teams. "The faculty is going to come out for amnesty anyhow," said Rudd. Westin said Rudd was crazy. Just then,



Rudd was called to the telephone. It was one of his spies at the Ad Hoc meeting calling to say, at 12:30, that an amnesty vote was coming up any minute and had a good chance of passing. Westin and his group got up to leave immediately, incredulous.

Westin, with sociologist Allan Silver at his side, burst into the Philosophy Lounge just after the adjournment vote had narrowly passed. They told the angrily split group of teachers of their meeting with Rudd, picking their words with extreme care. "There is some reason to believe that negotiations may be going fairly well. We would like more time to continue what could conceivably be fruitful talks." There were some questions, then the faculty got up to go home at 1:10. As they were beginning to leave, an SDS messenger said that Mark Rudd would like to address the group right away. Expectantly but somewhat reluctantly, the Ad Hoc group agreed.

Mark Rudd strode to the center table in front. He had on a cotton flannel, plaid shirt open at the neck. His hair was mussed and he hadn't shaved in two days. He looked tired. "I understand," Rudd began, "that Westin told

you guys that our negotiations are going well. I just want to say that that statement is bullshit." There was a collective gasp. Professor Westin, at Rudd's left, turned a vivid red in embarrassment and fury. Rudd said, "Total amnesty is the only answer. We have committed a beautiful, political act. It should be praised as such, not punished. You faculty guys ought to be fighting with us, not against us. There are no neutrals in this struggle."

Many of the teachers still there, including some of the younger ones, were shocked. Rudd's brazen, profane bit of preaching was a display of dedicated vigor beyond their expectations. It dashed the hopes of the many moderates and the innocents who still believed that the SDS students were idealistic reformers who would compromise under intelligent faculty persuasion. Word of "the bullshit speech," as it came to be called, spread rapidly, even at that late hour. Professor Westin curtly informed Strike Central that he could no longer meet with their representatives.

When President Kirk and Dr. Truman heard about Rudd's attempt to "radicalize" the Ad Hoc Faculty, they

surmised that SDS was reaffirming its desire to achieve a complete victory and guessed that SDS would scoff at further faculty negotiations. The two executives trudged home to bed at 2:30 a.m. and had a decent night's sleep, their first in four days. Thousands of others at Columbia used that Friday night to catch up on postponed sleep, too.

As dawn slowly spread over Morningside Heights on Saturday, April 27, it was accompanied by a thin, gentle rain. By 10:00 a.m., however, the drizzle ended and the sun appeared in full splendor. The thousands of vividly colored tulips around Low Library, bent slightly by the rain, slowly worked their way back to dry erectness. The cherry trees were in delicate pink bloom, and the dogwood trees were preparing to burst out in bud. The two round fountains in front of Low splashed and tinkled. Just off campus the giant bells of Riverside Church and St. John's Episcopal Cathedral chimed occasionally. That morning, Columbia, smelling fresh as a country rye field, had the quiet calm of Oxford in the 16th century.

There were relatively few people on campus before noon. Over a thousand students had, as Mark Rudd had predicted, gone home, to other campuses, and to other New York City libraries to continue their studies, complete their research projects and their papers, and prepare for final examinations. In four of the "liberated" buildings (not Hamilton), SDS students and followers peeled off their shirts, rolled up their pants and sunbathed cheerfully on the window ledges. Guitar music could be heard in Low and Fayerweather. The occupants of Math, the grimmest revolutionaries, also sat outdoors, though they kept the shades down in most of the building. A huge poster portrait of Karl Marx and another one with Uncle Sam as a duck, saying "Quack," were prominent in the lower window of Mathematics. Outside Hamilton, two black students swept the littered stone stairs in front of their building, further underlining their orderliness and discipline, as well as their continued seriousness in the face of SDS' Saturday picnic gaiety.

Before President Kirk went to bed the previous evening, and even more frequently that Saturday morning, sen-

*SDS chairman Mark Rudd stunned the Ad Hoc faculty group with a remarkable midnight speech on Friday, April 26. He hoped to radicalize the Faculty.*



Larry Mulvehill

ior faculty members, especially several in the graduate schools of Law, Medicine, Business, and Engineering, begged Dr. Kirk to call an all-faculty meeting in some large hall because the Ad Hoc Faculty group had failed in its mediating attempts. There was also a feeling that the Ad Hoc group was dominated by naive and leftist professors and was being increasingly infiltrated by radical junior instructors, preceptors, and teaching assistants; that it had rudely neglected to make its membership more representative by not inviting professors from other University schools to attend; that it had arrogated for itself the position of being the University's "faculty" voice; and that it was being "radicalized" by the rebel students. One professor who overheard Professor Seymour Melman say late on Friday night, "We must avoid an all-faculty meeting at all costs. We'll be outvoted by the moderates," was horrified and promptly telephoned Low Library to request such a meeting. That Saturday morning, therefore, President Kirk called an unprecedented all-Faculty meeting for the next morning, Sunday, in the Law School and ordered telegrams to be sent to the nearly 1,400 faculty persons of assistant professor rank and above in every branch of the University.

Just before noon, some of the SDS leaders realized that their attempts to

"radicalize" the Ad Hoc faculty members had been too swift and too crude. Three representatives, College seniors Juan Gonzalez and Ted Gold and a second-year architecture student from Avery named Alan Feigenberg apologized to Professor Vestin for Mark Rudd's profane remarks of the previous night, said that Rudd would not be part of the negotiating team any more, and asked that "negotiations" continue.

Outside the campus just after noon, about 200 militant blacks from Harlem and 200 whites from socialist and extremist groups like the Young Socialist Alliance and Youth Against War and Fascism massed on Amsterdam Avenue in front of the east gate on College Walk. The blacks had banners: "Don't Mess with Black Students" and "Stop Killing Black Leaders." About half the blacks were high school students, 16 or younger, another third were older persons in their 30s or 40s. One black leader, talking with a bullhorn atop an automobile said, "The system and Columbia are both corrupt. Both must be destroyed!" A woman said to the students inside Hamilton, who paid almost no attention to the presence of the zealots outside their windows, "If Columbia expels you, we'll expel them."

The whites were almost all college age, and many were from C.C.N.Y. They carried a 12-foot long banner with the word "REVOLUTION" let-

tered in psychedelic style and colors on it. Another banner said, "U.S. Get Out of Vietnam." One of them alleged, "Columbia is the main U.S. university supporting the Vietnam war." After an hour of noisy threats, and a brief address from Mark Rudd and Tom Hayden, telling them that Columbia was the start of a series of revolutionary seizures around the nation, both groups left for the giant Central Park peace rally.

By noon, Drs. Kirk, Truman, and Fraenkel, dean of Graduate Faculties, had received several hundred more letters and telegrams in the morning mail, nearly all of them urging President Kirk to take swift and positive action against the rebels. From one of Columbia's most distinguished professors *emeriti*: "Congratulations on your firm stand against amnesty. . . . The dignity and integrity of the academic community are at stake." From the president of a noted California university: "In the interest of all higher education I urge you to stand firm. The ordeal into which Columbia has been plunged is of consequence to us all. The kind of academic freedom that Columbia and you stand for is hard won and must be maintained. . . ." From the vice president of the student body at a leading college: "At our campus we have had our Placement Office ransacked and the Administration building disrupted and

Leftist students from other New York colleges massed on Amsterdam Avenue on Saturday, April 27. A huge Strike for Peace rally took place in Central Park that day, and some of the young protestors came to Morningside Heights after the rally.



Alan Epstein



*College Alumni Association president Henry King '48 and the Association's Board of Directors sent a telegram to Dr. Kirk reaffirming their "unremitting commitment to the fundamental rights of free speech and assembly" and condemning SDS "anarchy and mob rule."*

vandalized. . . . Students must understand that with student power there must always be student responsibility, and when one abuses his rights and power, he must accept the consequences." From a rabbi, College '44: "Do not be intimidated by the criminal behavior of a minority of students and faculty." From a housewife in Long Island: "If you don't have the guts to get those revolutionaries out of the buildings, resign and get someone who can."

One of the telegrams was from the College's Alumni Association whose four top officers, authorized by their Board of Directors and prodded by hundreds of puzzled, or angry alumni, sent a message to the President reaffirming the "basic principle" of "unremitting commitment to the fundamental rights of free speech and assembly," which they felt had yielded to SDS "anarchy and mob rule." Alumni President Henry King '48 and his fellow elected leaders urged Dr. Kirk to reject any SDS ultimatums, retain the final right to discipline, and not shy away from discipline that is "swift, strong, and appropriate to the circumstances." Any action short of that, they said, "will result in an invitation for further trouble of a higher order; further, the affection and support which you have from the alumni will be lost."

Thousands of other Columbia alumni, including many who were critical of President Kirk and the faculty, were to express their dismay in the ensuing weeks over what they considered an SDS foray depriving several thousand scholars and 15,000 students of their freedom to learn; and over what they thought was the Administration's, and especially the Ad Hoc Faculty Committee's, silence and spinelessness in attacking the clear breach of academic freedom. As one College alumnus said to us, "How will Kirk and the faculty ever be able to ask the alumni to help them against any attacks on their academic freedom in the future? They have lost our allegiance with their unprincipled 'no enemies to the Left' politicking."

The most noteworthy of all the suggestions of firmness came from Columbia's Trustees, who on Saturday around noon delivered a statement to the President. It was the first official action by the Trustees, who had met on Friday afternoon for the first time since the protest started. (By law, three days' notice must be given before any Trustees' meeting.) It was mimeographed by the News Office and distributed widely. It landed like a crippled jet plane on the campus.

A word about the Trustees of Columbia University. Since World War II

Columbia's Board has been criticized numerous times on several counts. Some alumni and faculty have complained of its "lack of national stature," that is, its sluggishness in convincing some of the nation's most distinguished persons to serve on the board. "They are all financiers, corporation executives, and lawyers from New York City," said one long-time critic in the College's Class of 1925. Others have charged that the Trustees lack variety. "Not one Ralph Bunche, or David Riesman, or Walter Reuther sits on that board. Nor does a large city mayor or a great city planner to lend expertise in these critical areas," objected one professor. Still others have alleged that Columbia's trustees have been too easygoing with President Kirk, allowing him to have a weak executive staff, almost no public information program, mediocre architecture, and an insufficiently aggressive financial development operation. The purpose of Trustees, it has been said, is to give three things: "brains, hard work, and money." Columbia has numerous members that have worked extremely hard, and a few who have given intellectual counsel or generous gifts; but it is widely agreed that the board as a whole has seldom risen to heights of brilliant direction or exemplary generosity.

The Trustees' statement was given

*White-haired dean of the School of International Affairs Andrew Cordier at a recent Columbia football game with diplomat Ralph Bunche. Columbia's Board of Trustees came under fire during the riot as lacking insufficient men of stature (like Bunche), failing to provide careful enough surveillance of the University's operations, and not being close enough to Morningside affairs.*



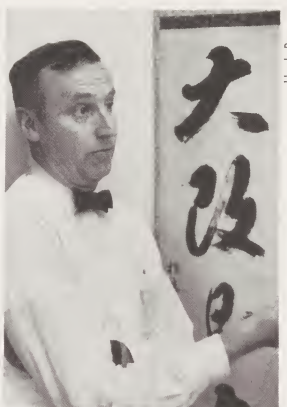


by William Peterson '31, a prominent New York banker and the newly-elected chairman of the board. After commending the "restraint" of the administration, and the huge majority of faculty and students in the face of disruption and illegal acts, the Trustees took positions on three issues. One, they said they "wholeheartedly support the administration position that there shall be no amnesty." Two, in response to the suggestion that all disciplinary power at Columbia be delegated to a tri-partite board, they said they "affirmatively direct that [the president] shall maintain the ultimate disciplinary power over the conduct of the university, as required by the charter and statutes of the university." Three, they felt that "the attempt to depict the construction of [the gymnasium] as a matter involving a racial issue or discrimination is an attempt to create an entirely false issue by individuals who are either not conversant with or who disregard the facts." They said, however, that they approved of President Kirk's action to halt gym construction pending further discussions. (The third point was interpreted by some as a slap at Dr. Kirk's baffling unwillingness to refute publicly the factual errors and wild charges surrounding the gymnasium issue.)

The Trustees' statement hoped for a peaceful solution, but authorized President Kirk "to take all further steps which he may deem necessary or advisable to enable the University to resume its normal activities."

Many students and alumni, and some faculty were pleased by the board's strong stand. But a majority of the Ad Hoc Faculty Committee were furious at what they felt was the Trustees' untimely stiffness "right in the middle of our negotiations," as Professor Dallin put it. And, of course, the student leftists to a man howled with indignation at what they considered "a reactionary, fascist document such as one would expect from fat capitalists unacquainted with the Columbia scene," as one student told us.

At 1:30 the Ad Hoc group reconvened, with the biggest crowd so far in attendance. Not only did many of the most illustrious scholars from the graduate and professional schools appear for the first time, but two dozen additional young preceptors and instructors



*Professor of Chinese and Japanese Wm. Theodore de Bary '41 organized two meetings of leading professors and students in Wollman Auditorium to help keep everyone's perspective and nationality alive during the emotionally-charged rebellion.*

packed the Philosophy Hall lounge. The first item of business was a question by Drs. Kirk and Truman: Does the Ad Hoc Faculty Committee intend to honor its pledge to prevent leftist students from entering and leaving Low? A faculty member quickly rose to admit that, "Last night the SDS came and went and defiantly made a mockery of the faculty regulation of traffic." Engineering professor Edward Leonard, who had put long hours on the Low patrol line, added, "We are not policing it well. The SDS is taking advantage of us — of our leniency, our age." Psychologist Eugene Galanter then said, "We have to decide a simple thing. Will we stand by our decision to police Low? If this faculty group undertakes any obligations, it must be prepared to stand by them." There was a motion to tighten the patrol operation. It passed by a large majority.

More crucial, however, a ground swell of loathing for administrators and administration developed that Saturday afternoon and evening among the Ad Hoc group. It derived chiefly from the younger instructors and older left-wing professors (although slamming the Administration is a popular sport among the faculty at most colleges). It

derived in part also from the Strike leaders' "radicalizing" efforts on the Ad Hoc faculty. The All-Faculty meeting called for the next day, in particular, sparked an angry revolt among those instructors below assistant professor rank, who would not be able to attend. Several younger teachers proposed that the definition of Columbia's "voting faculty" be changed on the spot. A professor from the graduate program in Theatre Arts actually moved that everyone from preceptor up be allowed to participate in the Sunday meeting, with voting privileges; but it was defeated. (Many of the younger leftist instructors and their older collaborators interpreted the Sunday meeting as a "deft power play" by the wily Grayson Kirk to outflank their liberal-left Ad Hoc group.) Later in the evening, Assistant Professor Jeffrey Kaplow proposed that all teachers, from teaching assistants up, from Teachers College, Barnard, and even Union Theological Seminary, be invited to the meeting. Where would we get a hall big enough? asked one professor. "That's Kirk's problem." "How could we notify everyone in the 14 hours left?" asked another. "That's Kirk's problem too," answered Kaplow. The proposal was defeated.

Several other young instructors made impassioned speeches that Saturday about how several University rules, procedures, and statutes ought to be changed immediately. Then English professor Quentin Anderson '37 rose slowly late in the afternoon and made a speech that electrified the faculty gathering. With his voice quivering slightly with emotion, Anderson observed that the Ad Hoc group was slowly changing its function from the mediating body it called itself to a "transforming body." Said Anderson, "This group is no longer primarily a negotiating body seeking a peaceful solution but a revolutionary body seeking an instant revocation of the University statutes. Some of us here are now actively in collaboration with the SDS. We are being radicalized. SDS is splitting Columbia's faculty, as they want to do." There was an outburst of applause, then an awkward silence. Numerous professors suddenly realized that Rudd's intransigence was forcing them into a horrible police bust-or-amnesty position, neither of which they

wanted, and subtly compelling them to transform themselves into University reconstructionists as a way out of the dilemma. Philosophy Professor Arthur Danto seconded Professor Anderson's remarks. "If we shift suddenly from being a mediating body to being a revolutionary one, we shall need a new mediating group to mediate between the Administration and us."

The Saturday afternoon sunshine seemed to inspire some students to add more color to the campus. By 3:00 several hundred students had put on green armbands, signifying their desire to grant amnesty. "It's not that I agree with the SDS tactics," one green-banded student told us, "but they have shaken things up around here and *anything* is better than a police raid." Also, the SDS rebels pasted bright red adhesive tapes on their left arms, and planted large red flags on the roofs of Fayerweather Hall and the Mathematics building. The green, red, light blue, and white (faculty) armbands made Columbia look something like the inside of a color-coded computer.

Two important meetings took place at 4:00 on Saturday. One was a session between Vice President David Truman and the SDS leaders. The SDS chiefs treated Dr. Truman as a totally discredited official though, and the meeting only reinforced further the Administration's conviction that SDS would compromise on nothing whatever. (Earlier, at 3:45 p.m., two SDS students appeared at the Ad Hoc Faculty Committee meeting to ask if some faculty members would help mediate the growing split within the Strike between the liberal reformers and the revolutionaries!)

The other meeting was one called by several dozen leading professors in Wollman Auditorium. The teachers, mostly all moderates who were fiercely dedicated to a defense of the University, its scholarly enterprise, its independence, and its freedoms, but convinced also of the need for changes and reforms, had two purposes in mind: one, to inform the students of the actual, factual state of the situation (as neither the Administration, nor the SDS, nor the Ad Hoc faculty group was doing), and two, to inject some perspective and reason and proposals for feasible reforms into the emotionally worked up students. Nearly 1,000 students showed up, from SDS sympa-

thizers to angry counterrevolutionaries. There were 15 professors on the stage and another 40 to 50 in the audience. Professor of Chinese and Japanese William Theodore de Bary '41, who organized the meeting, gave a terse objective summary of attempts to solve the crisis, and then said, "You will now hear numerous of my colleagues express their feelings about the strike." One by one, the learned men expressed their sadness; reaffirmed the importance of free, intellectual inquiry and the trust and respect that such inquiry requires; granted that Columbia, along with all modern universities, needed changes; and asked everyone to use every ounce of reason they could muster.

The most prolonged applause came when a Graduate Business School professor said that most professors, and he himself, strongly believed in "no amnesty." Later, physics professor Henry Foley drew heavy applause also for his statement, "The SDS should be treated just as the Ku Klux Klan would if they tried to take over Columbia." But not all were that firm. Professors Arthur Danto and Orest Ranum were poignant and compassionate. Russian scholar Robert Belknap was funny, describing the event as a modern-day version of a

"Roman Saturnalia," an ancient celebration that allowed unrestrained behavior, outrageous speech, and gay playacting among the citizens.

The most eloquent and touching talk, however, was given by Dr. Donald Keene '42, one of the world's greatest authorities on Japanese life and literature. He described how student strikes were prevalent in Japan. "Scarcely a Japanese university exists that has not had a strike from two weeks to two years. Many students no longer attend classes or learn very much. Professors are badgered and blackmailed by student bullies. At Tokyo University, one of Japan's best, no medical degrees will be awarded this year. Hundreds of Japan's most brilliant professors have gone abroad to other countries or stopped teaching, and so have the more serious students. If you think this could not happen in America, you are mistaken. I beg you: do not let it."

As the students left Wollman, many of them visibly sobered by the powerful display of eloquence, reason, world perspective, and commitment to both learning and reform that they had witnessed, they saw a crowd gathered at the Sundial around several half-naked



*In a comic parody, on Saturday afternoon, April 27, three College students staged a rally demanding that Manhattan be given back to the Indians ("the real minority group, the real people of this land"), and that all buildings be destroyed so that the buffalo could roam again.*

student speakers. The Sundial speakers were three fraternity members dressed as Indians, in old shorts and handkerchief headbands. They were handing out leaflets:

We, the Indians of Manhattan, feel that because we have a significant minority, we can demand the following:

1. Give Manhattan back to the Indians.
2. Destroy all buildings on Manhattan so the buffalo can roam again.
3. Reserve the state of Indiana for Indians only.
4. Reinstall the Indian head nickel.
5. Halt classes on Sitting Bull's birthday.
6. Grant complete amnesty for Geronimo.

If these demands are not met, we will hold Mark Rudd hostage.

Support your local Indian, Injun Power!

P.I.S. (*Pupils for an Indian Society*)

The leading young man was a freshman football player built like Burt Lancaster, Carl Hillstrom of Corry, Pennsylvania. He was slightly inebriated, but displayed an amazing touch for the comic. With superb timing and deft satire, Hillstrom kept over 400 listeners roaring with hilarity for nearly 20 minutes as he explained the "Indian" position. Said a graduate student in English, "Even Shakespeare would not have injected such a perfect piece of comic relief in the midst of this mess."

Saturday night was rather calm, until late in the evening. A few hundred peace marchers, nearly all white, returned to the Amsterdam Avenue gate after the Central Park festivities were over, but it was a disappointingly small group and provided SDS leaders with no dramatic or mass support.

Inside Low Library President Kirk and his top aides were thinking about the next day's big faculty meeting. Vice President Truman voiced the opinion that, "The Administration has been responsive—on the gym, on the tripartite tribunal, on coming as close to amnesty as possible with mere disciplinary probation, on yielding to faculty opinion, on trying to talk repeatedly with the protesting students. But there has been no response whatever, not one crumb of evidence of flexibility, from the SDS leaders. They no longer recognize any authority at Columbia, and see due process as a show. They even refuse to respect faculty power. It doesn't look good." Shortly after, Professor Alan Westin confessed, "We are at a log jam."

The Ad Hoc Faculty met at 10:15 p.m. again, only to adjourn in some despair at 11:30. As they adjourned, the Rev. William Starr, Assistant Professor of French Richard Greeman, G. S. English instructor Rubin Rabinovitz, and research assistant David Goodman called for a "radical caucus" to plan for an amnesty push and tactics on how to handle the next morning's all-faculty meeting, from which most of them were excluded. About 35 persons, mostly under 35 years of age, split off and met in a room in the fifth floor of Philosophy Hall.

As the young radical instructors were deliberating separately, SDS leaders and supporters engaged in an extraordinary tactic. Hoping to "radicalize" the faculty further by a dramatic act, about 60 SDS students and true believers decided to storm the faculty line around Low at midnight. While 150 or so faculty members, including SDS sympathizers like Professors Kaplow and Shenton stood guard, they were rushed by the rebel students in an angry, athletic maneuver. About 15 students broke through the line and started climbing into the windows of Low, as Low leader Tony Papert and others aided them from inside Low. The faculty forcibly pulled eight or nine students down from the ledges, but six or seven got through. As some faculty pulled students down, the teachers were booed and shouted at by other rebels. Two students inside Low spat upon faculty members below. "We do not recognize city police. We will not recognize faculty police." "You brains ought to be on the barricades with us, not policing against us." And Mark Rudd denounced the "merely intellectual support" of the Ad Hoc group, and said "It's action that counts."

Even the dedicated history teacher Jeffrey Kaplow was shocked. "I'm through supporting you guys totally. This is an insane tactic," he shouted to the SDS leaders. The rush removed the scales from the eyes of numerous other professors who until that moment had kind of admired the radicals' *clan* and commitment to social justice. The tactic not only backfired; it presaged the tactics against the police—provocation of violence by the *other* side by quasi-violent attacks of one's own.

Word quickly spread that SDS was

physically assaulting the faculty in front of Low, and within 10 minutes 500 students from the Majority Coalition had gathered at Low, ready to tear into the SDS guerrillas. The professors, puffing a bit from the exercise, then had to calm the incensed right wing and moderate students in the semi-darkness. Said Assistant Professor of English (in General Studies) Harold Ferrar, a relatively sympathetic supporter of the SDS up to then, "I can't believe it. These guys will really settle for nothing other than total victory or the police dragging them out."

(Actually, a few hours earlier, at an SDS meeting, Jonathan Shils, the Strike's press officer, and a few other students tried to urge some form of compromise, but "J.J." Jacobs got up and said, "No concessions. We're here to win!" We've got to win the whole war." The students from Mathematics applauded vigorously. Compromise was out of the question.)

Also, that Saturday night Jay Kriegel, Sid Davidoff, and Barry Gottehrer, riot aides of Mayor John Lindsay, who was very anxious to end the Columbia uprising, talked with SDS chiefs. The city officials were told by the Strikers that a police bust probably would never come because of the liberal sentiments of the faculty, and that if it did it would be a good thing, demonstrating the oppressive nature of University life and radicalizing the campus as nothing else could.

All this, the executive committee of the Ad Hoc faculty knew when they reconvened past midnight following the surprising SDS charge on their ranks. However, they decided that the only hope to prevent police action on campus — the main thing in their minds, overriding everything else — was to draw up a *third* faculty proposal. This one was to be a kind of ultimatum, "a bitter pill for all sides to swallow," that would be the Ad Hoc's desperate, last-ditch attempt to stave off violence and force compromise. Accordingly, the whole group adjourned for the night, but the steering committee stayed up all night hammering out their resolution. By daylight they had it finished, and it was approved at an early morning session by a large majority of the relatively small Ad Hoc group that was on campus at 9:00 a.m.

The proposal was peculiar. What it





Manny Warman

*Political scientist Alan Westin (left) and African scholar Immanuel Wallerstein '51, leaders of the Ad Hoc Faculty Committee, announcing a new plan for a last-hour solution to the sit-ins. The two, and their colleagues, labored day and night to effect a peaceful compromise, but were failed.*

did was escalate the Ad Hoc group's demands upon the Administration, while softening the castigation of the SDS-led strikers. As such, it was praised by the small number of leftist faculty members but criticized sharply by the moderates and conservative professors. "We had to establish credibility among the Left," Professor Westin explained later on. In gallantly reaching for some position that would lure the SDSers out of their all-or-nothing, no compromise approach, the Ad Hoc Executive committee came into heavy fire for neglecting to consider its "credibility" among other campus groups and the outside world. "The Ad Hoc leaders keep playing to the small pack of left-wing kids as if laws, principles, institutions, and everybody else did not exist. Everything they do is directed at wooing guys who have let them know a dozen times that they don't give a damn about Columbia or free academic inquiry," said one indignant professor.

The Ad Hoc Resolution recommended that the President relinquish all power over disciplinary matters at the University to a tripartite commission, and that the University statutes be revised to allow that. It urged "a new approach of collective responsibility" to

protect the Strike's leaders, a device that would punish the dedicated revolutionaries and the sympathetic sitters-in with "uniform penalties." And it proposed a high-level panel to review the gym and "adopt an alternative to the present plans."

As for the student rebels, the Ad Hoc leaders asked that "once the President indicates that he accepts these resolutions" the students "vacate these buildings immediately," or else the Ad Hoc faculty would no longer "interpose [them]selves between the Administration and the students."

On Sunday morning, an almost hot, sunny morning, Columbia's Law School looked a bit like a medieval cathedral in modern glass and concrete dress, with hundreds of professors streaming into it in tweeds and seersuckers, looking bleary-eyed or belligerent.

Outside the Law building, huddled in a corner of the bridge across Amsterdam, the radical caucus, about 25 strong, met with Drama Professor Eric Bentley the only senior teacher present. President Kirk had met their howls of protest by agreeing to let "up to 20" of the younger instructors in the faculty meeting, on a non-voting basis, if there

was room. Said Assistant Professor Greeman of the Kirk concession, "We younger teachers regard this as a profound humiliation. This campus is not Alabama in 1956!" As it turned out, the Law School lecture room was so crowded with over 500 senior professors (including 100 standees) that only a few of the radical young instructors got in.

At the all-faculty meeting, presided over by President Kirk, there was a standing ovation for the efforts of the steering committee of the Ad Hoc Faculty Group. Then, after considerable discussion, the collected faculty approved a resolution drawn up largely by economist Peter Kenen '54. The document, which offered nothing specific, passed by a vote of 466 to 40. Essentially, it praised the Ad Hoc group; expressed appreciation for the "patience and restraint" of the Administration and the majority of students and faculty; pledged faculty effort for better communication with students; condemned the student "violence" and "disruption"; and called upon the SDS rebels to help resolve the crisis peacefully.

The Ad Hoc resolution was introduced by Professor Westin, but he did



Bonnie Fraser

*Participatory meeting inside Mathematics Hall, the most militant revolutionary stronghold. On Sunday numerous meetings were held in all the buildings as faculty opposition stiffened and some "liberals" among the rebels urged a compromise solution.*

not request that it be voted upon.

At the beginning of the all-faculty meeting, President Kirk said he had called it to find out what the faculty's "sentiment and opinion" was about the disruption. He found out that the faculty overwhelmingly opposed amnesty, but almost as strongly feared police action on the campus—a sentiment that was hardly helpful in pointing to a course of action, given SDS intransigence.

While the meeting was in session, several dozen protestors in the buildings came out and strolled around the campus with a mixture of good cheer and tense anxiety. There were by Sunday morning about 625 young people in the occupied buildings: roughly 75 in Low, Avery and Hamilton, and 200 in Mathematics and Fayerweather. A few of the protestors' mothers drove to the campus that Sunday to bring fried chicken or roast beef sandwiches to their rebel children, causing a dozen or so "Jewish mother" jokes to start circulating around the campus.

Shortly before noon Vice President Truman had a visit from Dr. Kenneth Clark, a professor of psychology at

C.C.N.Y., father of Hilton Clark '66, a respected Negro scholar, and a personal friend. The day before, Professor Clark had volunteered his services to see if he could help with negotiations in Hamilton Hall between the students and the Administration. The University had continued to talk separately with the black collegians because the black students had relatively little to do with the Strike Coordinating Committee. (They seldom even sent representatives to Ferris Booth to participate in the Strike Coordinating Committee.) Dr. Clark went into Hamilton on Sunday but reported that his first effort was unsuccessful.

At noon the Strike Steering Committee held a press conference and issued a strange, long-winded statement to the press, who by then were becoming a bit sour about the radicals for what the press regarded as SDS's increasingly deceptive and dishonest manipulating of the University, the other students, the community, and the press itself. For example, when Strike leader David Gilbert was asked by a journalist why his group persisted in their no compromise stand, he answered "Because we

are right and we represent the majority of students." Journalist: "Would the strikers then submit to a poll of all Columbia students and abide by its results?" Gilbert: "Well, no. You see, we represent not only Columbia's students, but the majority of the Vietnamese people, the soldiers who are dying there, the oppressed blacks in America, in fact, the struggling masses everywhere." Journalist: "I see." Then he turned to a press colleague and whispered, "The voice of the Columbia Left is the voice of the world."

What made the SDS statement strange was its sudden shift to interest in *university* reform. ("Our goal is to create a functioning participatory democracy . . ."); its unusually obtuse and involved argument; and its contradictions. ("We have been very anxious to continue the discussions we had with the faculty Ad Hoc committee." [And] "It is pointless to continue negotiating with a committee that does not have the authority to put forth a solution that recognizes that discipline is inappropriate for actions that are right and necessary. We thus ask the Faculty Ad Hoc Committee to stop trying to per-

form a meditating function they cannot carry out.")

Actually, the striking students in the buildings were going through considerable inner turmoil. They held meetings among themselves during much of Sunday to talk about amnesty, how to radicalize the faculty and their fellow students, and what to do when the police came, a development that many expected to happen Sunday night so that classes could resume on Monday. A large majority of the students in Fayerweather, who constituted almost half of all the strikers (excluding those in Hamilton), began to think that the demand for total amnesty was unreasonable and made the strikers look bad. But the Fayerweather "liberals," as they were dubbed, were overruled by the dedicated commune in Math, and the leaders in Low and Avery. The SDS minutes of that day note: "The general answer to Fayerweather [sic] was that . . . the fight for amnesty makes the formal structure real by politicizing the students and by making our position crystal clear; that [any] new structures may have to be acted against and that a political principle must be established of being able to act against illegitimate authority; that we are becoming stronger and that the time had not yet come for negotiations, if ever there

was a time; and that we are seeking to form a radical faculty group which will encourage the faculty to move toward the left." The SDS document also says: "Talks will resume with the faculty tomorrow. I emphasize that these are only clarifying talks and not negotiations. It was felt to be tactically important in providing sympathy for the strikers in case of a bust, to reassure Fayerweather and people in other buildings, and to mobilize the campus and the faculty."

The rebel leaders by Sunday had had to adopt a tight Leninist revolutionary discipline over the increasingly multi-opinioned lunges and leanings of their participatory democracy. They also had to impose a censorship of sorts. Numerous reports later on from students inside Avery and Fayerweather—and even Hamilton—indicate that many of the students in the buildings were not informed of some outside developments or were deliberately misinformed by the strike leaders. The Ad Hoc steering committee found this an acute problem in trying to present its "bitter pill" resolution to all the strikers in the captured buildings.

While the rebel students argued and spread vaseline on their faces against Mace, a chemical irritant sometimes used in anti-riot work by the police,

and while Ad Hoc professors tried desperately to round up support for their last-chance resolution, College Walk had faculty wives strolling with baby carriages; student lovers walked hand in hand around the campus brick paths, at the edge of which thousands of grape hyacinths and flame azaleas bloomed; and clusters of faculty, a few with their dogs, chatted about the situation.

When the Majority Coalition students received the news of the all-faculty resolution, which was something they could support, they were at first comforted. But then news of the Ad Hoc "bitter pill" resolution reached them and they became incensed. Said one member, "The Ad Hocs have lost touch with reality. The SDS has done everything but crap in their faces and they are still trying to pretend that negotiations are possible. Their latest theory seems to be that if they cut Grayson Kirk's legs off, the pukes will start talking."

Early on Sunday afternoon, therefore, the Majority Coalition, still composed heavily of undergraduate student athletes, fraternity members, and young Republican types, but now bolstered by some graduate and professional school students, decided to cordon off Low, allowing nothing (except medical supplies) to go in or out of the President's suite. They called it a "silent vigil," asked all participants to wear coats and ties, and meet at 5:00.

Meanwhile, the Ad Hoc faculty group was meeting in Philosophy Hall again, in the late afternoon. There was a lot of quibbling about the wording in the "bitter pill" resolution. Then Psychologist Eugene Galanter said, "Let's face it. SDS regards our negotiations as an intellectual exercise. We have changed nothing. They really do want—and need for their movement—a big confrontation with the police. Let's not let them become martyrs. I suggest that this faculty go into the buildings and bring the students out non-violently." Someone immediately asked, "What about the 200 girls in the buildings?" Galanter's suggestion received no heavy support. Physical action was not the intellectuals' cup of tea. "Do we let the police do it then?" asked Galanter. Silence, and many looks of sheepishness and helplessness. By 6:15 p.m. another 20 professors walked out of the

*At 5:00 p. m. on Sunday, April 28, the Majority Coalition cordoned off Low Library to block all help or food from reaching the rebel occupants. Their ranks were assailed by SDS aides, who hoped to smash the blockade.*



*Alan Epstein*



Ad Hoc body, swearing never to return again. "This group will never face up to the situation and its painful necessities," sighed one faculty member.

At 5:00 p.m. promptly about 250 Majority Coalition members formed a line in front of the faculty line around Low. They were led by 20 marshals, who urged everyone to be non-violent at all costs, and directed by College seniors Paul Vilardi and Frank Dann, both of whom were premedical students, athletes, and Roman Catholics. Within an hour they were joined by 100 other students. Coffee carts were brought up, and blankets were sent so that the vigil could go on indefinitely. Looking alternately grim and amiable,

the well-groomed students presented a striking contrast to the male rebels, most of whom were either bearded or long-haired and dressed like dock workers, cowboys, or rock n' roll band members. Despite all the talk about politics, the revolution seemed like a cultural one as well.

At 6:45 p.m. about 100 strikers, pulled chiefly from the other buildings, appeared in front of the double line in front of Low, desirous of testing the blockade. Ted Kaptchuk shouted, "Starvation is a form of violence," and 25 SDS students attempted to smash through the ranks. Most of them were stopped by the Majority Coalition line or the faculty line behind. Dean of the

Graduate Faculties, chemist George Fraenkel, shouted "Stop! Everybody" and held out his arms like an Indian chief. He said he wanted to talk with all parties about whether the food could go through. He did. It was decided that it could not. The SDS members were furious and promptly launched a scurrilous verbal attack on the faculty. "We don't recognize this . . . faculty decision," said SDS sophomore Robert Roth. The radical students, watched by nearly 1,000 spectators, including nearly 100 alumni and two trustees who had come to the campus, then began throwing eggs, tomatoes, oranges, and the like at the windows above the faculty line. Much of



the food fell short or hit the walls and splattered down on the professors. Said one professor, wiping tomato juice from his shoulders, "I never thought I'd see the day. Progressive students behaving like Mafia goons, and burly conservatives standing there stiff and dignified as Martin Luther King." Said another professor, "Now the liberal professors know what it is to 'negotiate' with North Vietnam." By 8:00 the student radicals gave up trying to break the blockade and withdrew to the Sundial to have a participatory session about further tactics.

At 7:15 p.m. President Kirk announced that, owing to his desire to study the Ad Hoc group's "bitter pill"

resolution carefully, the University would continue to be closed officially on Monday. (The Strike leaders had denounced the compromise as soon as it appeared, but Dr. Kirk, trying to respect faculty wishes, decided to respond to it anyway.) To many, that signalled no police raid on Sunday night, and most persons used the night to sleep.

The only dramatic event that broke the stillness on Sunday night was a "wedding" at 11:30 p.m. Two of the radical students in Fayerweather Hall, Richard Egan and Andrea Burrow, decided to marry suddenly and the Reverend William Starr, Episcopalian revolutionary, agreed to marry them. The bride wore a white sweater, jeans, and sneakers while the groom wore a white Nehru jacket, jeans, and black boots. Reverend Starr pronounced them "children of the new age" at a ceremony in Fayerweather. After the ceremony they marched in a candlelight procession to the Sundial, where Starr kissed the bride, and someone hit a large pan to simulate the sound of a gong. The couple supposedly spent their wedding night on the top floor of Mathematics.

Monday, April 29 was proclaimed "The Day of Decision" by the desperate Ad Hoc group leaders. Only partially aware that they had made unusual and somewhat radical demands of President Kirk, and that the SDS students were not taking the final attempt at compromise seriously, the Ad Hoc steering committee, hoping against almost certain failure, that morning called and sent telegrams to everybody from Senator Jacob Javits to the American Association of University Professors, asking that they put pressure on President Kirk to yield. (Almost no pressure was put on the strikers.) They also collected signatures on a petition.

President Kirk had spent most of Sunday night deliberating with other

administrators, several senior professors, and a few trustees the "bitter pill" resolution. By 10:00 a.m. he was ready with an answer, which he gave in person to Professors Westin and Daniel Bell in Low Library. As the president soon after put it in writing for everyone on campus to read:

I commend and fully share the objectives of the resolution adopted by the ad hoc faculty group on April 28. I am deeply grateful for the dedicated concern for the integrity of the University that their proposals imply. I am confident that the following decisions carry out the essential spirit of their proposals.

Dr. Kirk reaffirmed his willingness to go along with the new tri-partite commission whose decisions would be "binding," and said he would recommend to the Trustees that the statutes of the University dealing with disciplinary matters be re-examined." As for the matter of uniform penalties, the president said it "will be referred to the Trustees that they 'proceed with discussions' as the Ad Hoc resolution recommended. Both President Kirk and Vice President Truman felt that the response was fairly positive and went as far as they could reasonably go.

Professors Westin and Bell, however, and especially Dr. Westin, felt the response was unclear and "essentially negative." The two scholars then met with three SDS leaders, who came without Rudd, and told the rebels that they ought to consider the "bitter pill" resolution seriously since it was their last chance to avoid a police bust.

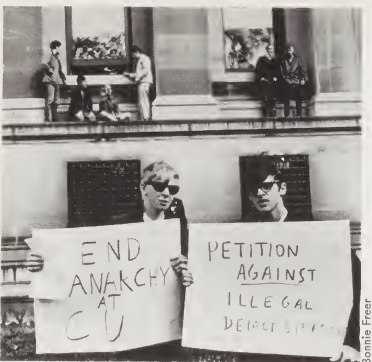
The Strike Coordinating Committee met beginning at noon for nearly three hours. The representatives from Avery and Fayerweather said that although they opposed the Ad Hoc "ultimatum" they would like to continue talks with faculty representatives. Those from Low and Math opposed the Westin proposal outright. In fact, the representatives from Low, where Maoist-oriented Tony Papert held the reins, proposed that the strikers, aided by SDS-organized "green armbanders" attempt to smash the food blockade again to protect the rebels' "right to food and free access," and to split the faculty further. Low students also ad-



Alan Estélin

On Sunday afternoon, April 28, the President's office in Low Library was surrounded by nearly 1,000 faculty, Majority Coalition pickets, and students on both sides of the sit-in.





Bonnie Freer

By Monday, April 29, many students felt that the "Administration can't act, and the Faculty won't act," and called for an "end" of SDS "anarchy."

vocated a blockade of Philosophy Hall to deny all further access to that hall for the Ad Hoc committee. But the Low proposal was defeated.

Shortly after 1:00 p.m. Monday's *Spectator* was distributed. Though transparently enthusiastic about the revolt, the editors seemed a bit puzzled by SDS's continued intransigence. In an editorial, they wrote, "What is at stake is the restructuring of Columbia University. Yet throughout the latter part of the week, the demonstrators consistently refused to accept any solutions at all that were offered them by the faculty group." The *Spec* editors, like Professors Westin, Bell, Dallin, Silver, *et al*, and reporter Sylvan Fox of the N.Y. *Times*, had still not grasped the higher revolutionary aims and tactics of the Strike leaders and kept thinking of the students as idealistic education reformers. At no point had the Strike leaders asked for any major educational reforms at Columbia, other than the resignations of Drs. Kirk and Truman. (Later, at Harvard, Mark Rudd told a student audience, as reported in the Boston *Globe*: "We manufactured the issues. The IDA is nothing at Columbia. Just three professors. And the gym issue is bull. It doesn't mean anything to anybody. I had never been to the gym site before the demonstrations began. I didn't even know how to get there.") And, as Rudd wrote subsequently for the *Saturday Evening Post* (for a reported \$1,500), "We want a revolution."

Now it was the Administration's turn to try a last-trench effort at peaceful solution. Dr. Kenneth Clark offered to Vice President Truman to bring in Theodore Kheel, the well-known labor mediator, to attempt mediation. Kirk and Truman accepted, and at 1:10 on Monday afternoon, Clark and Kheel entered Hamilton to see if they could get the occupants of that building to negotiate in good faith. It was hoped that a Hamilton agreement could be used as a model for settlements in other buildings to avoid police intervention.

On the campus, positions were being polarized. While sympathizers of the Strike, or at least amnesty, were increasing in number, students opposed to the Strike and SDS were becoming more organized, more disciplined and aggressive, and much larger in number. The campus on Monday throbbed with countless hot discussions of the Strike, with professors and students arguing in knots with a hitherto unknown intimacy and concern. "It is so beautiful," said one College junior, observing the four dozen or so outdoor impromptu seminars.

At 2:00 p.m. there was another humorous stunt. One College student got up on the Sundial and announced a new petition that he hoped all Columbia people would sign. It read simply, "I want control of the University." Each person was to sign it, crossing out first the name of the person on top of his signature. "It will give each person a new sense of having asserted himself, asked for more power, and put down someone else, while allowing total anarchy to continue undisturbed," explained another student.

For the second time, important faculty members called a "Student-Faculty Meeting" in Wollman, at 3:00. The list was even more impressive than the Saturday meeting, but only 800 students came to listen. This may have been because of growing disappointment with all the faculty. As one student told us, "All the faculty do is talk, theorize, and analyze. They can't act. They're going to let Kirk and Truman do all their dirty work, so they can blame the Administration and pretend to remain pure themselves."

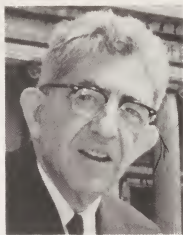
The talk, however, was splendid once again. Seth Low Professor of European History Fritz Stern '46 said that: "In the early 1960's students in-

creasingly began to put forth legitimate grievances with illegitimate means. . . . Authorities have failed to explain their deeds. Universities do need revisions. Students commendably don't wish to lead hum-drum bourgeois lives. . . . But I cannot agree with that small, hard core of student activists who want to wreck the universities in order to transform the culture. Our universities especially are movable by peaceful, rational means."

Richard Hofstadter, De Witt Clinton Professor of American History, said, "We have been confronted in the past few days with an old-fashioned *putsch*." The noted historian said he sympathized with the frustrations and problems of youth and agreed with the need for changes, but found it difficult to put up with the "incredible moral arrogance" of a few activist leaders. "The demand for amnesty means that basically one accepts Columbia as a community, but feels free to withdraw temporarily to strike a sensational death-blow against it and then re-enter it as if nothing damaging had been done. Amnesty is an attempt to *humiliate* this community. Mark Rudd's rhetoric is significant and revealing. It is profane, irrational, and romantically revolutionary." Said Professor Hofstadter: "Democracy is essentially *procedural*. Some SDS students want to improvise the rules of society as they go along. No decent community can exist this way. A democratic community, protecting individual rights, certainly cannot." In closing, Dr. Hofstadter said, "We propose to resume classes, despite the sit-ins. Would you like us to do this?" There was a deafening roar of "Yes!"

University Professor Ernest Nagel, one of the world's greatest living philosophers, argued that, "What is implied in this uprising is a revolt against man's intellect." Dr. Nagel said one student had quoted Goethe at him, "Great is feeling." Nagel said he had to remind him that it was Mephistopholes who said that in *Faust*. "Impulse and a sense of messianic mission have brought untold suffering to mankind," noted the philosopher. Professor Nagel also observed that all the talk about "turning the University over to the faculty and the students" was, as he put it, "silly." He granted that greater student and faculty participation is necessary, but that faculty "need their precious time





Historian Richard Hofstadter (left): "Democracy is essentially procedural," Philosopher Ernest Nagel (center): "Turning the University over to the faculty and students is silly," Historian Peter Gay (right): "There are things that can happen to this nation that are worse than a local police action."

primarily for research, writing, and above all, good teaching." Lastly, he urged students not to equate compromise with a "sellout." Nagel: "Compromise is crucial to a pluralistic, democratic society. The cry of 'no compromise' is tantamount to a denial of the democratic way of life."

A half dozen other noted scholars, again assembled by Professor de Bary, spoke. Nearly all of them were sympathetic with progressive movements, but unalterably opposed to what they believed were strong-arm takeovers by students unwilling to compromise, armed with inaccurate criticisms and vaguely defined goals. It was a powerful performance.

While the professors were talking to students in Wollman Auditorium, SDS leaders decided to attack the Majority Coalition and faculty lines around Low Library once more, at 4:00. Feeling the sting of mounting criticism of their lack of concern for higher education and Columbia, the Strike chiefs coupled their attack with an announcement that the Strikers would hold "hearings" on "university re-structuring" in Wollman at 7:30 p.m. that night. The SDS rush was even more violent and verbally abusive than that of the day before. "We want the *real* cops," one SDS student screamed twice. Fruit and a few eggs were pitched at Low's windows with full knowledge that most would land on professors' and instructors' heads, as they did. Rebel runners crashed into conservative students and Columbia teachers. Again, students in Low cursed and spat upon faculty members below. But the lines held firm.

By 5:00 dozens of placards appeared saying "SDS = SS" and "SDS = Fascism of the Left." A student in the Graduate School of Business named

Van Winkle announced to a cheering crowd of 1,200 students that he had initiated a half million dollar law suit against the officers of SDS for forcing a breach of contract by Columbia by preventing the University from teaching courses he had paid for. A group called The Committee for the Defense of Property Rights, who compared SDS to the Nazis, announced a press conference at 10:00 a.m. the next morning. Nearly 2,000 students, many from the graduate and professional schools, were being "conservatized." The mood appeared to be one of a student vs. student showdown. "The Administration can't act, and the faculty won't act," said one angry student in graduate history. "Wait till night comes later."

The Ad Hoc Faculty meeting that Monday night was a sorrowful affair. Knowing that their negotiating attempts had failed and recognizing now that some of the SDS' leaders actually *wanted* a police bust to "radicalize" and further advance their cause, but detesting the idea of forceful police ejections, the professors were tragically torn. What made their meeting particularly excruciating was their Hamlet-like inability to face the consequence of their dilemma. Faced with nasty choices, they chose to do nothing. "They're passing the buck back to Kirk," said one teacher.

Of course, there were numerous suggestions of various kinds. Professor Jeffrey Kaplow urged, along with the Ad Hoc Steering Committee, that the faculty call Governor Nelson Rockefeller in to negotiate. But someone else quickly reminded the audience of the Governor's strange "negotiation" in the New York City Sanitation strike earlier in the year, when he simply capitulated to the sanitation workers. Professor James Shenton, showing signs of disillusionment with the leftist students, recommended that given the unbending nature of the SDS leaders, the Ad Hoc faculty withdraw their protective lines around all buildings. This notion was opposed because it was thought it

*Last-hour negotiation was attempted by the Administration after faculty efforts had failed. Noted labor mediator Theodore Kheel (with braces), Mayor Lindsay's aides Jay Kriegel (with glasses) and Barry Gottehrer, along with Dr. Kenneth Clark (in the left rear with pope-smoking Professor Robert Merton), sought a peaceful solution.*



would leave the way wide open for either student vigilantes or police action.

William Shepherd Professor of History Peter Gay, a refugee from Nazi Germany, then spoke movingly of how he, and other scholars and students, had not been treated by anyone in the manner that the strikers were treating everyone at Columbia "since I was a boy in Nazi Germany." He ended, "There are things that can happen to this nation that are worse than a local police action." There were none of the boos and hisses from the young leftist instructors after Gay spoke; but there was no widespread agreement with his bravely cautious suggestion that perhaps a police bust that night was the lesser of two evils.

In the Columbia University Club at 4 West 43d Street downtown, from 5:30 to 9:30, the Alumni Federation Board of Directors was meeting. Representing nearly 100,000 Columbia alumni in all University branches, the Board unanimously adopted a resolution that read in part:

The Alumni Federation of Columbia University is strongly opposed to the deliberately illegal actions, tactics,

and procedures of a very small minority of students, and some non-students, clearly against the wishes of the majority of the students and the faculty, and the administration. These actions have been in total disregard of the fundamental tenets of, and respect for, academic freedom and its implied discipline, and a direct violation of our democratic process.

It also said: "We urge a prompt restoration of law and order at Columbia, and support the Administration in taking strong and appropriate disciplinary action." Copies of the resolution were delivered by hand to President Kirk and the University's News Office.

The President had already acted to restore "law and order." Shortly after 6:00 on Monday evening he called Police Commissioner Howard Leary to ask him to prepare again for a police removal of students. Leary put Chief Inspector Sanford Garelik personally in charge, and several police commanders began planning the action in accordance with Administration requests for a minimum of force.

At 10:00 p.m. the Strike leaders tried to crash the Faculty and student blockade of Low a third time. This time it was done more ingeniously. Calling up

the noted Negro protestor, the Rev. A. Kendall Smith, who had been arrested several times in the p.a.t.; some black militants; leftist medical students; and leftist priests and nuns; SDS organizers hoped to embarrass the faculty and students in front of the press and the TV cameras with a white-collar and white coat spearhead of clergymen and would-be doctors and indignant "community representatives." This tactic didn't work either, though, despite the fact that the white-coated medics and the six priests and two nuns carried walkie-talkies like infantry reconnaissance troops, obeying Strike Central directions.

Earlier, Dr. Clark and Theodore Kheel had tried to work out a peaceful settlement with the SAS students in Hamilton, who promised to reply to a Kheel proposal by 8:00 p.m. that night. At 10:45 the black students turned it down. The last chance for mediation had vanished.

The police bust was a well-guarded secret; only a very few persons knew it was definitely to come in the early hours of Tuesday morning. Many persons, however, sensed that it would probably come that night. Striking stu-



Manny Weiman

Columbia's Office of Public Information in Dodge Hall was filled with dozens of newsmen for weeks. Although there were over 100 sit-ins and rebellions on American college campuses last spring, Columbia received the most publicity. Few people seemed satisfied with the press for its handling and understanding of the action at Morningside.

dents in the building prepared for the worst, while SDS leaders started planning tactics for after the police raid—maneuvers and statements that would “use” the bust to enlarge the revolution at Columbia and spread it to other campuses.

A key factor was the press and television. This is the first television-reared generation in America's colleges, television having been introduced commercially in 1948, and the Columbia rebels played to its omnivorous need for visually dramatic and sensational material. The press generally, but television in particular, were used frequently and effectively, even brilliantly on occasion, by the young leftist intellectuals. “The whole world is going to see the pigheadedness and brutality of the power structure. Just watch,” said one leftist. That Monday night nearly 300 journalists, TV cameramen and reporters, left-wing film makers, free-lance photographers, and amateur picture-takers and writers were on the Morningside campus.

Drs. Kirk and Truman took what they hoped would be sufficient steps to minimize the use of force. They specified *two* warnings by megaphone to those in the buildings: one by a University representative, followed by an announcement by a police representative. The police were to allow anyone who wanted to do so to leave the buildings, without arrest, before their entry. They were to enter the buildings wherever possible through the University below-ground tunnels to prevent front-door entry. No nightsticks were to be allowed inside the buildings. The Police Department was to provide stations of medical aid in case of violent resistance by some protestors. The paddy wagons were to be on Amsterdam Avenue and Broadway to hasten and de-centralize the removal of students. There was to be no effort to clear the campus of the expected crowd of pro-Strike spectators. The action was to be undertaken largely by uniformed police; detectives and plainclothesmen were to be few and on hand chiefly for interrogation, for making arrests, and for protection against violent zealots among the spectators. And, the bust was to begin about 4:00 a.m., when, it was felt, most spectators would have gone to their rooms to sleep.

At midnight, a selected group of

1,000 policemen were assembled at five different station houses on Manhattan's upper West Side. With a Columbia representative present to answer questions, each contingent of cops was carefully briefed for an hour and a half on the special nature of the action. Each Police Inspector in charge told the men several times, “Remember, these are college kids, not hardened criminals.” Most of the police seemed matter-of-fact, as if they were being dispatched to a City Councilman's funeral or the arrival of the Beatles. The officers in charge seemed highly professional and conscientious, like brain surgeons about to operate on Robert Kennedy's son. The first police arrived on campus around 2:00 a.m., two hours earlier than the University requested. About 1,500 students, mostly undergraduates and many sympathetic to the rebels, were still walking around on campus.

The first building the police approached was Hamilton. There were about 10 young faculty members and about 30 students in front of the doors to prevent the police from entering. At 2:00 a.m. a University official read a prepared statement through a bullhorn to the Negro students inside asking the students to leave immediately without punishment or be subject to arrest on the charges of trespass. No one came out. Ten minutes later a police official read a similar statement of warning. Another 10 minutes passed. Then Inspector Eldridge Waithe, a Negro, tried the front doors, but they were locked. At the same time, however (2:20), about 100 police broke into the basement through an underground tunnel, after clearing away a pile of office furniture. All 86 black students, including 14 females, were in the main lobby, accompanied by a lawyer, who said: “These people are not leaving voluntarily. They want to be arrested.” The police, led by three Negro officers and accompanied by Civil Rights Commissioner William Booth, then ushered the students, who walked with calm dignity, out through the tunnel to Amsterdam Avenue, where several police buses were parked. No student offered any resistance. No handcuffs were used. Not one student was pushed or prodded. “Smooth as glass,” said one police sergeant. “I hope each building goes that way.” They were driven to a

downtown station, where they were booked for “criminal trespass.”

The other building that was accessible by underground tunnel was Low Library, and that building was entered next. Inspector Frederick Kowski and his men, including six policewomen, left the 25th Precinct at 148 East 126th Street drove into the campus via the 119th Street driveway. They went through a tunnel and re-formed in Low Rotunda behind the curtain in front of the Faculty Room. They then proceeded to the oak double door of the President's suite, where University Vice Provost Paul Carter read the University statement through a bullhorn. The police statement followed 10 minutes after. The double door had to be opened with police crowbars since the rebel students had locked it and piled a half ton of desks, file cabinets, and furniture behind it. Then, on the left was another door leading to a corridor that ended in a third door to the President's office. The second door was also locked and barricaded and the entire corridor was piled with furniture. The policemen spent over a half hour moving furniture, which they placed in other offices. At approximately 3:00 a.m. the cops had cleared a path from the President's office, and asked the students once again to come out. The students sat still inside, singing “We Shall Not Be Moved.” The police had to break down the third door too.

All 93 students in Low had decided to offer “passive resistance.” That is, they would not get up when asked, clung to other students with locked arms when the police tried to take them out, went limp as wet rags when lifted up or ushered out by officers. “Half leech, half dead man,” as one student described it. This required the police to carry them out, drag them out, or push most of them out—which they did. The Tactical Police Force contingent, wearing black leather jackets, formed a gauntlet in the corridor from President Kirk's office to the center of the Rotunda and the slouchy resistors were shoved expeditiously down the line. Twice, the fast shoving of the limp students resulted in pileups of students on the floor near the end of the gauntlet. While some students walked out pointing, about 15 students resisted actively, refusing to allow the police to touch them and flailing at the policemen's





Alan Epstein

*Leftist students and young faculty, singing, with arms locked, in a cordon around the entrance to Fayerweather Hall in an attempt to block police removal of the rebels.*

arms. Several of these active resisters were dragged out by their long hairdos, a painful process. Two girls had to be carried out by the arms and legs. Once, a plainclothesman kicked one of the active resisters. There were no beatings or clubbings inside Low, as some rebels alleged the next day, but there was considerable manhandling. A policeman defended this action, "When the kids go limp and refuse to budge or be touched, all you can do is carry them out individually or push and drag them. To carry them out separately would have required three times the force we had at the time, and would have taken half the night. We had to do it. Not one student was seriously hurt inside [Low]." The Low revolutionaries were gathered in the center of Low Rotunda and handcuffed preparatory to going out to the police buses. Three girls complained that their handcuffs were too tight, whereupon the police loosened them promptly.

Avery, the home of the Graduate School of Architecture, was the first building that the police had to enter from the front, the first part of the bust that was visible to many of the 1,500 spectators on campus. At 3:00 a.m. about 100 uniformed police, 20 plainclothesmen, and a small special squad to break down doors, appeared in front of Avery. In front of them were 30 students and several instructors singing

"We Shall Overcome." Behind the police, on the brick walks were about 900 spectators, both booing and shouting obscenities and cheering and applauding for the police. It made the bullhorn warnings hard for the students in the buildings to hear.

The police removed the 30 persons in front of the door by throwing them aside, then stood there for 10 minutes while the special squad cut through the heavy chains with which the students had locked the door. Some of the police appeared slightly nervous because of the unexpectedly large, partly hostile crowd pushing in on them. When the doors opened, Inspector James Kelly told the police to "Go to the top floor first and work down, quickly." The cops found a few students in the foyer, and several officers pulled them outside immediately. The rest of the force raced up to the sixth, and top, floor, found nobody; then ran down to the fifth floor where there were about 15 students who had decided to walk out peacefully. They were promptly escorted down to the front door. On the fourth floor were the 20 or so students who had decided on passive resistance. They were barricaded behind the 12-foot-long large wood-and-cork display structures. The protestors were seated and singing, and refused the police orders to leave. The police, acting with great haste, pulled them up by the shirts,

coats, and hair; handcuffed them; and pushed the limp students down the circular stairs. One pair of reluctant students was hit by a policeman with his handcuffs to hasten their movement, another pair was kicked by a plainclothesman down several stairs; a third abrasive pair was dragged down one flight of stairs by their feet, their bottomsides bouncing down the marble staircase. The whole building was cleared in just 20 minutes. Throughout, nearly all the police appeared casual and acted as if the removal operation were routine. "These kids need to be spanked," said one cop. Avery had a mere 42 students, only 18 of whom were architecture students.

Shortly after the police appeared outside Avery, another contingent appeared outside Fayerweather. There were about 150 uniformed police and 20 plainclothesmen, who had come from the 30th precinct on 152nd Street, led by Inspector Casimir Krasewski. The cops strolled almost lazily up to the entrance in a tactic designed to maintain calm. Leonard DeFiore, assistant director of Engineering School admissions, read the University's warning, which was followed by a police warning. No one came out. There was singing coming from inside the building. A crowd of perhaps 400 spectators stood on the grass in the quadrangle. In front of the two doors were several dozen students and some faculty members, many of whom had locked arms. To get through the doors the police had to physically remove the rigid phalanx of sympathizers. They did, pulling and shoving them out of the way and throwing them down on the grass quadrangle nearby. The police spent another 10 minutes opening the door and removing the furniture barricades in front of the northernmost door facing west.

The police went up the wide marble stairway to the seventh, and top, floor. They searched each room, but found no one. No students were on the sixth, fifth, or fourth floors either. On the third floor, the main entrance floor, they confronted two groups of students: a band of nearly 70 that were sitting down singing "We Shall Overcome" in the 5 x 40-foot corridor, and a larger cluster of about 130 students standing at the north end of the hall and on the stairs down to the second

Alan Epstein

floor. A police officer asked the seated students to rise and leave peacefully. They refused to budge. Several students seemed frightened, and one girl began to cry out of fear. The cops then began handcuffing students, lifting them up, dragging them out by the jackets or dresses, or in some cases by the hair. A few walked out, most went limp and had to be dragged out, and a few were violent or colorfully resistant. One girl, for instance, bit a cop in the belly; another bit a policeman's fingers to bleeding. The most colorful were one boy and one girl who had pulled their pants and underclothes down to their knees to embarrass the police and make good copy for the TV and movie cameras, which they did. The resisting students were roughly stacked up on the quadrangle grass like the bodies of con-

quered hoodlums in a Batman film.

The 130 students standing at the north corridor of Fayerweather all walked out peacefully, and were treated in the same austere but gentle manner that the Hamilton Hall students were.

Behind the north corridor in Fayerweather on the same third floor is a 40x 40-foot lounge with red leather chairs, round wooden tables, and standing lamps. In this lounge, the 70 rebels who chose to resist arrest violently had locked and barricaded themselves. The police forced the door open and then removed the leather chairs, tables, and lamps that had been piled up by the students behind the door. Instantly, the cops were assaulted with obscenities and revolutionary slogans, coke bottles, light bulbs, erasers, and boxes. One stu-

dent hurled a wooden chair at two policemen. The police seized, cuffed, and dragged most of these die-hards out. Several students were pummeled or struck with handcuffs. In Fayerweather, 268 students and outsiders were arrested.

Mathematics, the most revolutionary commune, was the last building to be cleared. About 150 policemen arrived at 3:45 a.m. and pried open the door and finished cutting its chains at 4:00. While the police waited outside, several students threw bottles, bulbs, and pieces of furniture down on them from the upper windows. While students in the other buildings preferred singing, the revolutionaries in Math chose slogans and torrents of profanity. Cries of "Fascist Pigs," "Bastards," "Up Against the Wall, Motherfuckers," and

*College Walk at three in the morning on April 30. Shortly after, this area became the scene of considerable police violence, causing new anti-Administration hostility and bringing new SDS support.*



other one-time unprintable epithets poured from the building for a half hour without cease. One student threatened to set the whole building on fire if any cops came in. The two warnings of the University and the police were scarcely audible. After the doors were opened, the police spent another 20 minutes removing a mountain of furniture, taken from dozens of professors' offices, from the entrance hall.

The police started up the stairs slowly, because each step was covered with soap or vaseline to cause the cops to slip and fall. Several persons started throwing chairs down on the heads of the front police, but an officer warned the students that assaulting a policeman is a serious charge, so the barrage stopped. At the top of the stairs a group of about 20 students chose to resist arrest and the police carried each of them out, four cops to each student. To many people's surprise, most of the other 180 Strikers opted to walk out peacefully, although a small group of those who did suddenly charged their police escort at the doorway to provoke a little police brutality for the TV cameras trained on them. There were shrieks of "police brutality" from several of the students leaving the building.

Near the end of the Math evacuation, a middle-aged professional agitator with a long criminal record pulled out a knife and tried to force several students around him to resist violently against the police. He didn't succeed. He was charged with possession of a dangerous weapon, inciting to riot, and resisting arrest, in addition to criminal trespass. Mathematics was the only building with several older men in it. It also had such occupants as a 16-year-old boy from Texas and a mother of several children.

The police had expected to find about 400 students in the buildings. Instead they found 692. This caused them to move several of the police vans from Broadway and Amsterdam Avenue to College Walk, at the center of the campus. Several of their buses parked to the east, or Amsterdam Avenue side, of the famous Sinfidial. Thus hundreds of arrested students had to be brought down stairs through the plaza in front of Low Library to enter the vans.

But most of the now swollen crowd of 2,000 spectators (at least half of

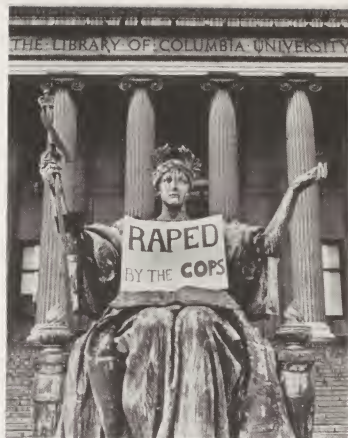
whom hated to see police dragging students into police wagons) was gathered in precisely that area. About 400 police outdoors, who did have nightsticks, tried to form a cordon to the buses; but the crowd kept pushing in on them. Many in the crowd were screaming unbelievable obscenities. One group was chanting "Heil, heil!" Some officer then ordered the policeman to push the crowd back, which they did vigorously, causing several dozen students to fall back or down and get trampled. Then several hundred students began pressing in around the police wagons, still shouting abuse. Some police officer, never identified, ordered his men to clear the area this time. About 100 cops with raised nightclubs and numerous plainclothesmen began beating students and onlookers back into South Field in front of Butler Library. At least 20 angry patrolmen leapt over the hedges after especially vociferous students in hot pursuit. Dozens of students were clubbed bloody.

Fifteen students and one policeman were taken in the police ambulance to Knickerbocker Hospital; another 74 students, faculty, and administrators, and 13 policemen, were treated in St. Luke's Hospital, adjacent to the campus. Many of the injuries were nothing more than light bruises, slight sprains, small cuts, and severe fright; but at least one-third of the 103 persons had scalp lacerations and bone bruises. Only two persons had serious injuries: one student with a fractured jaw and one policeman with a heart attack caused in part by a bull-like student charge.

Of the 692 persons arrested, 524, or 75 per cent, were Columbia students; 178 were older persons, students from other colleges, free-floating radicals, and 24 young Columbia alumni. Undergraduates made up three-quarters of the student group. A breakdown of the 524 Columbia students by schools:

College	239	Grad. Teachers	
Barnard	111	College	6
Graduate		Graduate Art	3
Faculties	74	International	
General		Affairs	3
Studies	44	Grad. Business	2
Architecture	18	Grad.	
Engineering	11	Journalism	1
Law	11	Dental Hygiene	1

About the "police brutality" that was to become a central issue the next



*Indignation on campus against the police action was high, although mail to President Kirk ran 10 to 1 in favor of the police removal.*

day. One Columbia high official said, "If all the striking students had behaved as the ones in Hamilton Hall and some in Avery and Fayerwether did, there would have been no violence. What should be remembered is that numerous students resisted arrest either passively or violently, and that several young faculty members tried to prevent the arrests with their bodies." When asked about the police assault and clubbings on College Walk and South Field, he said, "That was another matter. The police were obviously being verbally provoked, but they overreacted to the student fear and abuse." A liberal professor on the scene said, "The police seem to take a lot of petty violence—like yanking people out of doorways and throwing them aside—as a matter of course. Is this 'brutality'? I don't know. Compared to most foreign police actions it certainly is not, but by American standards it could be so defined. The clubbings on South Field, in my opinion were uncalled for, and definitely brutal—I mean unduly harsh, not savage."

Chief Inspector Sanford Carelik visited Columbia for three straight nights following the early Tuesday raid. He observed philosophically, after the raid, that Rudd and several other strike leaders were *not* in any buildings during the bust and that many in Mathematics walked out peacefully. "It of-



ten happens in demonstrations and strikes," he said. "The soft-hearted lambs get led to the slaughter, but the wolves cleverly steal away to continue their attacks."

Around 4:00 a.m. President Grayson Kirk entered his office for the first time in six days. It was a shambles. His great desk had been gashed and damaged. Several upholstered chairs were ripped and broken. His bookshelves had been rifled and hundreds of books were spilled on the floor. One of his wastebaskets had a faint odor of urine. On a precious Oriental rug were spilled tin cans of sardines and soup, half-eaten sandwiches and orange peels, stained blankets and birth control pills, boxes of band-aids and jars of vaseline. His personal pictures and private possessions were either smashed or had obscenities scrawled on them. His files had been looted. The adjoining offices were almost as messy. For the first time in the rebellion, the icy, dignified Dr. Kirk lost his composure. His eyes grew moist and he shook his head in disbelief. "How could civilized human beings act this way?" he asked. He wandered around the suite as if in a trance. The sight of his office pierced him in a way that SDS rhetoric, profanity, and allegations had not.

Shortly after, Vice President David B. Truman walked home to breakfast in his Riverside Drive apartment. He wept like a boy. He had heard the reports of the police action on College Walk and South Field and hurt for the students and faculty who were beaten. He knew that the Administration's reluctance to call in the police would now be forgotten and that he and Dr. Kirk would be assailed as heartless criminals who relished the beating of teenage students. SDS rigidity and faculty failures would be dismissed, and Administration brutality would be put in their place.

The other buildings, except Mathematics, showed less damage. Cleanest of all was Hamilton, where only the Dean of Students' office, used as the black protestors' headquarters, was untidy. No faculty offices were entered. A sign in Room 303 read "Leave everything alone." There were also signs for "Lost and Found," shower schedules (for boys and girls), a blackboard of Chinese writing, poetry,

## A Remarkable Document

*This fragment of a larger document was found in the Men's Room in Low Library by CCT's editor following the police removal of revolutionary students from that building on April 30, 1968. It was marked "Preamble" and was the opening of a statement titled "A Declaration of Liberation."*

### A DECLARATION OF LIBERATION

When things get so rotten and screwed up that the people and the students of a country have to smash their power structure and the repressive, imperialist system that sustains it, and to go it on their own, everyone doing his own thing—as their natural rights entitle them to do—then they really should tell everybody, openly, why they are forced to do it.

Look, there are certain truths that no one can deny. Everybody is created good and beautiful and equal. So we're as great as anybody else in this sick culture, and probably a hell of a lot better. Second, everybody has their rights, lots of them, and no one on earth, not even a professor or a mother, has any business interfering with any of them. Among these is the right to Life, a big, full, beautiful life—without middle-class hangups like money, responsibility, examinations and grades, the Puritan ethic, military service, and pressures. Another is Liberty, the right to come and go as you please, whenever you please, without the government manipulators, crummy businessmen, religious spooks, uptight parents, the stupid CIA, the sadistic cops, and the really out-of-it college Administrators imposing their totalitarianism. Also, there is the pursuit of Happiness, the moral right to have a fun time, to blow your mind, to sleep around, to turn on, however and whenever you like—so long as you don't interfere with anybody else.

Now, it's only because you sometimes have to protect these rights from right-wing idiots and jocks that governments have any right to exist at all. But politicians and everybody in authority must be totally and at every minute responsible to the people in the streets and the students. That's where all power comes from. As soon as government, or authority of any kind, starts pushing people around or impinging on any liberties with their decrees, the people have a perfect right to tear down that power structure and build a better one based on love and total freedom.

Of course, you don't have to start a revolution every time something bugs you. You really should wait until the guys in charge prove how totally corrupt and inept they actually are. If you check out recent experiences, you'll see that most people do keep their cool and tend to put up with an amazing amount of crap before they move into action.

But, when things just get ridiculous, and one incredibly stupid or brutal act after another by The Establishment leaves you no choice except to become an alienated person, a digit in their IBM set-up, a helpless part of their murderous machine, you just have to wipe it out. In fact, at such times it's the absolute moral obligation of the people in the streets and the students, who have thought a lot about these things (but not so much that they have become bogged down in facts and ideas and forgotten the necessity for action) to go into guerilla warfare, using wild, imaginative tactics—as well as the press and television—until they win. No compromises! No deals!

That's the situation in this country, man, right now. Like here are the facts on some of the absurd and repressive deals we have had to put up with. . . .



Bonnie Freer



Manny Warman



Manly Werman

Inside the occupied buildings on the morning after. Top left photograph shows President Kirk's suite; bottom left shows a corner of his desk top. Two photos on the right show the interior of Mathematics Hall, the most vandalized of the buildings.



drawings of flowers, and a crayoned message on one wall "We All Slept Here."

Avery, too, was reasonably neat. There were several peace and anti-war messages on the walls, a few smashed doors, and the cork-and-wood barricades on the fourth floor, but the world's greatest architectural library on the ground floor was untouched, as was most of the building.

In Fayerweather, many faculty offices on the fourth, fifth, and sixth floors had been entered and the professors' files inspected, but except for slight untidiness, there was little damage. A sign on the sixth floor read, "This area has been (1) liberated (2) cleaned. Please keep it that way." Generally, the blackboard slogans in Fayerweather were wittier than those in the other buildings. Sample: "Revolutionary Spice. A new ingredient in Columbia involvement." These were in addition to scribbles such as "Che Lives. Do You?" and "Up Against the Wall." The third floor was less pristine. But even there, only the lounge, the scene of many meetings and the stronghold of the most violent resisters, suffered broken furniture, stains, and general disarray.

The Mathematics building, which had had a \$200,000 renovation only six months before, was different. Destruction there seemed almost wanton and systematic. Over \$150,000 worth of damage was done by the rebelling students. Virtually every office and classroom had been entered, with many of the locks and glass panels in the doors smashed. Papers had been rifled and, in a few cases, scattered about. Library shelves had been dismantled to make barricades for the windows. Almost everywhere—on the blackboards, walls, table tops—there were slogans scrawled, in paint, chalk, crayon, and ink. A national revolution was clearly on the minds of most of the Math occupants. "Mathematics translated into action = REVOLUTION," read one blackboard formula. "It's only the beginning" and "Victory or death!" read two other huge pieces of graffiti. Marx, Lenin, Trotsky, Guevara, and Castro were clearly the Math students' heroes. Huge "CHE" signs were apparent, as were slogans like "Create two, three, many Columbias," an echo of Che's suggestion to



"Create two, three, many Vietnams" in order to tear down the capitalist forces around the world. "Trotsky Lives"; "Lenin won, Fidel won, we will win"; and "We'll be back!" read a few other signs. There was not a single slogan referring to Columbia's education program. "These students were clearly not university reformers," said Robert Foster, the Math Department's administrative aide. Some striking students, embarrassed by the gross vandalism of the Math students, alleged the next day that "the police did most of it." But Robert Foster, who was in the building on Friday, April 26, and at least two students who had been in Mathematics Hall, reported that the building looked pretty much that way a few days before the police bust.

The police action on College Walk and South Field stunned and shocked most of the University community, many of whom had middle-class sensibilities and had never witnessed violence before. Even numerous undergraduates who detested the SDS seizures became almost sympathetic to the striking students. The blame was placed almost exclusively on Drs. Kirk and Truman, although some persons felt that SDS intransigence and the Ad Hoc Faculty Committee's postponements, protection, and refusal to confront harsh realities were contributing factors. The professionally-run College radio station lost its objectivity and perspective too on Tuesday morning, as station president Papper and others editorialized passionately and rounded up students to speak, such as College senior Jeffrey Rosen, who said on the air, "All alumni should stop giving money to the \$200 million capital campaign." (At 10:25, however, a WKCR announcer said that the station had received several phone calls about its intense partisanship. He apologized to the listening public, and WKCR students tried to regain a balanced perspective.) Several left-wing faculty members were close to being hysterical. There was a widespread sense of horror at the police aggressiveness.

SDS leaders held a 9:00 a.m. press conference, with David Gilbert proclaiming, "The nature of the modern university is now revealed." He called for an immediate student-faculty strike and the virtual abolition of all Admin-

istration and Trustees, who he said were "hopelessly tied to corporate interests." He was very anxious to list all the police "atrocities." Asked by the press, who had been through the buildings, about student vandalism, Gilbert replied indignantly: "The amount of destruction is a clear case of press distortion. There was absolutely no vandalism in Kirk's office. It was vacuumed twice a day. Any mess in any of the buildings was a result of police action." A half hour later, J. Michael Nichols, vice president of the student council and an activist, called for an all-student strike against the University, and the immediate resignation of Drs. Kirk and Truman. One journalist asked, "Isn't it true that the University officials had no other recourse?" Nichols responded, "That's a lot of nonsense. Negotiations were going on. There were still a large number of other avenues open." "What were some of the other avenues?" asked a newsman. "Well," answered Nichols, "the Administration could have negotiated directly with the students. Something close to amnesty could have been worked for."

At 10:00 a.m. the Ad Hoc Faculty group had what might be called its last meeting. It was in the large McMillin Theater, which was packed with nearly 2,000 faculty, students, press members, outsiders. The mood was tense, chaotic, highly emotional. Professor Alan Westin introduced a motion that he claimed had been drawn up by the Steering Committee, to hold a faculty strike for 48 hours in sympathy. After some heated debate, it became obvious that several members of the Steering Committee had not even seen the statement. Some radical faculty tried to have the motion voted upon, but it was evident to many professors that possibly half of the people in McMillin were not faculty members. Westin became confused and, looking tired and angry, he stormed off the stage saying "I will not be radicalized by a portion of this faculty." The meeting slowly broke up in turmoil and acrimony.

The Strike leaders moved quickly to capitalize on the police action. They set up tables on South Field to explain "the atrocities" to the television cameramen. Several strikers wore their bloodied shirts all day. SDS bullhorns

blared constantly, seeking sympathy and support for a new, bigger effort. (On Low Plaza, about 30 students against the Strike also set up a table, and displayed signs such as "Thank You for the Police Action, Dr. Kirk." Another table nearby had a large sign "Expel all 700.") SDS chiefs spent most of the morning on the phone, calling for reinforcements from C.C.N.Y., N.Y.U., Yale, and other colleges and from all of New York's radical organizations. By 1:00 p.m. a crowd of perhaps 1,000 angry young people had gathered at Amsterdam Avenue and 116th Street, outside the Law School. Mark Rudd addressed them from the Law School terrace.

"Columbia University is now dead. Columbia is dead!" Rudd called for a massive student strike and student takeover. "Only the students know what the University should be and what values it should have." He said he was waiting for reinforcements to arrive before another assault. "Then we're going to go. We're going to win. Columbia is ours!" A second speaker denounced Mayor John Lindsay, who, he said, "deserted the people and sold out to the capitalist interests who run this city and this University." A third speaker called for a "rent strike" by all residents of University-owned buildings. A fourth person read telegrams from sympathetic students at San Francisco State, Yale, Harvard, Einstein College of Medicine, Berkeley, University of Buffalo, and Fordham.

By 2:30 other revolutionaries had appeared and the crowd outside the Amsterdam Avenue gate swelled to nearly 2,000. A contingent from the Socialist Workers Party led a rhythmic chant of "Fight, fight, fight." A gang from Youth Against War and Fascism held a huge orange banner saying "Strike! Against Racist Trustees, Fascist Police, and Imperialist Wars." One sign said, "Adolf Hitler is alive and well at Columbia University."

Rudd decided to address the crowd again. With remarkable showmanship, he appeared on the Law School terrace, 20 feet above the mob on 116th Street, and said nothing for a few moments while the people quieted and concentrated. Then he put down his bullhorn, raised his hands in the air, and barked exultantly, "This is a revolution, baby!" The crowd went wild. Around the

crowd and in front of Columbia's gates about 300 policemen listened to the revolutionary rhetoric pouring out of the student bullhorns with a mixture of puzzlement, interest, good humor, and fury.

Inside the campus, two petitions began circulating among the professors. One, urging a faculty strike, was signed largely by younger faculty members. The other, "strongly opposing any teaching strike," was signed largely by senior professors.

While outrage against the use of police ran high on campus, parts of the outside world began to express a sense of relief. Mayor Lindsay said, "The demonstration by a group of Columbia University students during the past several days clearly exceeded even the most liberal perimeters of the right to assemble and dissent. . . . Only after a remarkably display of patience and restraint did the university file criminal charges of trespass and finally request the New York City police to remove the students. . . ." Hundreds of telegrams began to flood Dr. Kirk's desk with congratulations. At least 20 leading college and university presidents and numerous professors and students from all over the nation expressed their support. The president also received many telegrams condemning his use of the police, especially from leading liberals, young alumni, students, and pacifists. Within a few days, however, the mail ran 10-1 in favor of the police action.

Some of the mail from unconnected citizens was fetching. A lady in Ames, Iowa, sent a check for \$15 "to help pay for repairing the damage of the sit-ins." A seventh-grade student in Long Island asked President Kirk what the "student reaction" was to his decision because she was doing a report on the Columbia rebellion for her social studies class. A man in Kingston, Tennessee, sent a \$5 bill to Dr. Kirk with the brief note, "Please go out and buy yourself some cigars, or whatever else you use for kicks."

Professor Marvin Harris '49 of the Anthropology Department, incensed at what he regarded as the bestiality of the police, the betrayal of Professor Westin, and the cold-heartedness and irresponsibility of Drs. Kirk and Truman, called a special meeting of an Ad Hoc "rump" group (later known as

Bonnie Freer



The Independent Faculty Group) at 3:00. About 90 teachers, including a dozen tenure professors, showed up. They decided to support the student strike and continue to battle for amnesty. Said astronomer Lloyd Motz: "The striking students deserve amnesty because they did what they did from the highest motives."

An hour later, at 4:00, the combined senior faculty that met on Sunday, met again in St. Paul's Chapel. A resolution that was largely the work of Professor Richard Hofstadter was submitted for discussion, but it was regarded as too vague. A substitute motion, drafted principally by Professor Maurice Rosenberg of the Law School, was then offered to the faculty and passed by a large majority of the 550 professors present. The complete resolution read:

In our University's hour of anguish, we members of its faculties must assume responsibility to help return this University to a community of reason. In this spirit we adopt the following resolutions:

1. That the University set aside Wednesday for reflection so that without classes, students and faculty may meet and reason together about their University.

2. That there be an executive committee with power to call the faculty together and to take other needed steps to return the University to its educational task at the earliest possible moment and that the committee be composed of the following:

Daniel Bell  
Walter P. Metzger  
William Leuchtenberg  
Alexander Dallin  
Eli Ginzberg  
Polykarp Kusch  
Ernest Nagel  
Michael Sovern  
Lionel Trilling  
Alan Westin

In addition, the Committee will co-opt two members of the junior faculty to sit as voting members.

3. That the recently appointed tri-partite committee consisting of representatives of the faculty, student body and administration immediately begin functioning to assure due process and equitable treatment to students facing charges.

4. That each member of the Columbia community act in a manner showing respect for his colleagues and assuring the return to life and health of this great University.

Outside the Chapel about 200 leftist demonstrators had gathered. They sat on the brick walk in front of the doors and held a participatory democ-

racy session in full view of 400 on-lookers. While a few leftist students wanted to block the faculty's exit from the building with their bodies, the majority decided to form a narrow aisle of seated students that the departing professors would have to file through. Said the leader, in a jaunty, sardonic manner, "Don't yell obscenities at the faculty. Some of them don't understand our rage and might get up tight about it."

At 6:20 it began to rain. All day long the skies had been blue-gray with tall, ominous clouds shifting about, as if Nature were aware of the grief, tumult, and bitterness on Morningside Heights. But with evening there came a wet stillness.

The aftermath of the police action on campus brought three things: new spasms of violence, countless meetings and speeches, and the formation of new committees for reform and renewal.

The most serious clash occurred on the next day, Wednesday May 1, in the early afternoon. About 400 Negroes, including many teenagers, had congregated at Columbia's Amsterdam Avenue gate around 1:00 p.m. They were addressed by militant Charles 37X Kenyatta and aided by Hamilton Hall black students Cicero Wilson '70, Ray Brown '69, and graduate student William Sales. There were charges that "Columbia is Harlem's biggest slumlord" and that "Columbia is expanding into Harlem." (In actual fact, Columbia University does not own a single house or lot inside Harlem, and has no intention of doing so.) The black demonstrators were joined with an equal number of white radicals, many from City College and the East Village. At the same time SDS was holding a rally on the Sundial. About 100 uniformed police on foot, and 10 police on horseback were stationed at the gate to prevent outsiders from pouring onto the campus.

Shortly before 2:00 the mob outside the gates surged against the police, but the mounted police nudged the demonstrators back. Several more rushes on the police were also unsuccessful. The surge-and-hold action brought the 300 SDS members, strike sympathizers, and cop haters away from the Sundial, down College Walk to the Amsterdam gate, directly behind the police contingent. These

students shouted obscenities, pressed in on the police with arms locked, and threw newspapers, books, cigarette packs, and a wastebasket at the police. The police, in fear of being sandwiched from front and back, asked all the Columbia students on College Walk to clear the walk. "Please, please, clear away," shouted a police lieutenant. "Why should we?" asked one student, "It's *our* campus. You clear out!" The police then began pushing students back calmly and gently. Several students pushed back, though, and a few spat upon the police. About 40 police then rushed the 300 students to break up the radical student mob and clear College Walk behind them. As they did so, they hit several students with rubber black-jacks and shoved dozens of students very forcefully. The students fought back, some of them punching and kicking policemen. One student jumped from a second-story ledge of Hamilton onto the back of a police officer, Patrolman Frank Gucciardi, who was injured so badly he may never walk again. When the melee ended 20 minutes later, six students and four policemen were treated for minor injuries; and one policeman was hospitalized indefinitely at St. Luke's Hospital. One student was arrested.

The other incident occurred the next night, Thursday, at a meeting of 200 of the Concerned Parents and Alumni in Riverside Church. Just after the meeting began at 8:00 p.m. Gandelph Vilardi, father of Majority Coalition leader Paul Vilardi '68, took the stage and named himself chairman of the meeting. He spoke, somewhat abusively, to the largely left-wing audience. Then Rabbi Bruce Goldman, Columbia's Counselor to Jewish students and a strike sympathizer, tried, with several others, to grab the microphone away from him. "Are you trying to take this microphone away from me by *force*, Rabbi?" Vilardi asked. The College parent was wrestled away, while Vilardi fought back. The parents and alumni then called the police to restore order. Vilardi pointed out that his son, other Majority Coalition leaders, and members of Beta Theta Pi house had all received several threats to their life from leftist students. (President Kirk and several Trustees also received numerous threats and bomb scares by





*When some students taunted and surrounded policemen on Wednesday, May 1, another flurry of violence broke out.*

mysterious callers.)

The Vice President of Antioch College, Morton Rauh, wrote a letter to the *New York Times* the following day, which said in part:

The parents meet; they have a fracas on the platform. What's the first thing they do? Telephone for the police. Then, with order restored, they spend the rest of the evening belaboring the Columbia administration for calling the police.

It's a tough business, college administration. Better to stay on the sidelines where the consequences of a decision can't touch you, and you are free to criticize to your heart's content.

On Wednesday, Thursday, and Friday, meetings—indoors and outdoors, formal and informal, high-level and participatory for everyone—went on in each of the University's schools. The College's powerful Committee on Instruction, a faculty body that determines the academic program and rules at the 2,700-man College, decided on Thursday to allow each student to choose the grade of "pass" or "incomplete" instead of a letter grade for the Spring term. They urged also that "No

student should receive an 'F' for the Spring term courses." On Sunday, an all-College Faculty meeting approved these ideas, voted to resume classes on Monday, May 6, on whatever basis each professor chose, and to abolish final examinations.

On Thursday, May 2, an expanded Strike Steering Committee met for the first time. The new policy-making group initially had 37 members, each representing about 70 students "in support of the strike and not attending university classes." They decided, after a marathon 10-hour meeting, on two primary conditions: total amnesty with no legal action against all strikers arrested, and a key role for the Strike Steering Committee in restructuring the University.

At a large, open Student-Faculty meeting on Wednesday, Columbia anthropologist Margaret Mead called Columbia's structure "archaic," and liberal Professor Samuel Coleman said that the demand for the resignation of Drs. Truman and Kirk would only *retard* needed University reforms.

Perhaps most amazing of all the after-effects of the strike and police bust, though, was the flowering of new organizations at Columbia. The most important was the new 12-man Executive Committee of the Faculty, set up by the entire senior faculty at its Tuesday meeting in St. Paul's Chapel "to return the University to its educational task." This group of illustrious scholars moved fast. Within a few days it recommended that "all charges of criminal trespass and resistance to arrest be dropped"; that a fact-finding commission of the highest level be selected to determine the origins and the facts of the rebellion; and that a study be initiated of the statutes and present structures of the University with a view toward improving and updating them.

The Executive Committee was almost instantly charged with being "fellow-travelling radicals" by conservative faculty and students and castigated for "selling-out" to the Administration by the radical faculty and students. The Strike Steering Committee ridiculed it as both "undemocratic"



"Could you give us the group's reaction to Dr. Kirk's sherry and cigars?"



"I bet this guy's telling the truth. He's so terrifically critical."

## Spring Scenario



"Seymour, I'm just an anthropology major. What does this sign mean?"



"Honi soit qui mal y pense, you fascist!"



"Please relax, Grayson. The faculty expects to take concerted action soon."

by Stanley Wyatt '43



"What if tomorrow bring . . . yeah . . . sorrow or anything  
 . . . yeah . . . other than joy?"



"After the bust let's you and I get some pizza and catch  
 'La Guerre Est Finie' at the Thalia."



(no students) and powerless. Professor Alan Westin, who along with law professor Michael Sovern '53, was selected as co-chairman of the Executive Committee, came into particularly heavy criticism. After Westin blasted "power-brokers" Kirk and Truman in a Wednesday afternoon speech at the Sidney Hillman Foundation Awards luncheon, he was assailed by some of his colleagues as a self-righteous, ambitious, and naive critic. Eric Bentley, Brandt Matthews Professor of Dramatic Literature and a strong strike supporter, accused Westin the next day at a news conference of wanting "to become president" of Columbia. Another faculty colleague of Westin's said: "Westin's moxie is incredible. Here's a guy who is known for his lack of interest in teaching and students. His students complain that their term papers come back without a mark on them. Here's a guy who shuns University committees that help govern Columbia. Here's a guy whose Civil Liberties Center is almost a scandal. Here's a guy who has demanded a non-sabbatical leave next year, and only a one-third teaching load when he returns. Here's a guy who knows very little about Columbia or the student left. And yet he comes on suddenly like King Solomon and Job combined." Others, however, defended Westin's "brilliant mind" and his "capacity for work."

The Trustees, after consultation with the Faculty's Executive Committee, and a five-hour meeting at the Men's Faculty Club on the campus on Wednesday evening, May 1, appointed a special Committee of the Board, headed by Trustee Alan Temple '17, "to study and recommend changes in the basic structure of the University."

New alumni groups, such as the radical Alumni for a New Columbia and the moderate Alumni for the Preservation of Columbia University, sprang up. And numerous academic departments gave birth to new committees to study and reform their operations.

The strikers set up their own "counter-university" holding "liberation classes" with their own instructors on South Field or in apartments near the campus.

One revolutionary student said to us: "Look at this place. Columbia's jumping. It's moving and thinking about new and better forms. It's beautiful

And we did it. We brought change to Morningside. It wouldn't have happened without our strike. We deserve honorary doctorates, and Kirk wants to hang us. Isn't amnesty a fair compromise between the two?" But another student nearby said: "Yes, but what about the hatred, bitterness, and distrust you guys have also brought? What about your lies about the gym and I.D.A.? What about the 10 or 20 million dollars you have probably cost the University in the \$200 million campaign? What about the admissions losses? And the disgust of some professors who may resign to go elsewhere? What about the destruction of Dave Truman, one of the best scholar-administrators around? You bastards ought to be locked up for years!"

A constant source of discussion during the aftermath, as before the police action, was President Grayson Louis Kirk. Not only was he vilified, as most persons in positions of authority are these days. (As Kenneth Keniston has pointed out in his recent book, *Young Radicals*, many persons, especially young people and intellectuals, have trouble relating to authority of any kind these days. The noted French political writer Raymond Aron has said of the present moment: "Radical criticism has abandoned the attempt to rethink the world or change it. It is simply content to condemn it.") But Kirk's special weaknesses were meticulously documented and bared.

President Kirk's shortcomings have three sources: personal, organizational, cultural.

Personally, Dr. Kirk is, and always has been, a rather shy person. His public appearances and encounters are seldom eager, natural, or memorable, although he can be relaxed and charming in small groups of intimate acquaintances. He is unfailingly cordial, but often restrained and mechanical. He has been hampered since boyhood by a stutter, which is revealed whenever he is under heavy pressure or in great speed. This causes him to speak very deliberately to avoid embarrassment or loss of articulateness, a manner that adds to his impression of stiffness and lack of spontaneity. Despite his many intellectual attainments, he is not at ease with blazing intellectuals or daring artists, but prefers the company of sound, judicious, coolly rational,

broad-thinking persons. A polite and dignified man, he cannot abide those who are rude, coarse, or vociferously ignorant or mendacious. A dedicated and loyal person, he has given most of his productive years to Columbia, a place he loves and has worked unceasingly for, but whose special brashness, eagerness, intense intellectuality, bold artistry, and scientific assaults he has never quite understood or fully encouraged—though he has supported them because many of the scholars he respects have pushed for it. As a one-time farm boy in Ohio, he is very conscious of being president of one of the world's great universities in one of the world's greatest cities. The license plate on his black Cadillac is GK-1.

President Kirk is urbane without being an urban lover. He is a passionate democrat, but of the Woodrow Wilson sort rather than the Abraham Lincoln or Franklin Roosevelt variety. He is without racial or religious prejudices, but he is, like former Columbia President Nicholas Murray Butler, not without a certain class consciousness. He dresses well, speaks excellent French, and has refined tastes. In recent years, as his work load has become crushing, he has tended to drive to his country place on weekends to refresh himself and read. This practice has removed him further from the informal dinner parties and bull sessions with faculty and students that he was already too loath to give, but which are so necessary to keep abreast of current sentiments and to keep up morale. He has been bothered in recent years by an aching back that has put him in terrible pain sometimes. A rather modest person, he shuns publicity. (Columbia is the only major American university without a high public relations official and adequate staff.) A slightly unsure person, he tends to waver on key decisions and finds it hard to admit errors or inadequacies with candor, wit, and grace. Like a fleet admiral, he has almost no close friends. He is very close to his wife Marion only, who, being a rather formal, aloof, aesthetically-oriented person, is said by some to have had a considerable influence on his life style.

As for organization, Dr. Kirk prefers to put his faith in a small band of trusted colleagues. "He simply does not think as an organization man," said one

high Columbia official. While he can be a rather effective persuader and leader, he has been reluctant, despite advice from some trustees, leading alumni, and numerous professors, to build up a brilliant staff around him. Columbia, for example, has no vice president for development despite the fact that it is in the midst of a \$200 million campaign and that Dr. Kirk has spoken eloquently about the frightening financial problems ahead for most universities. Despite an agitated town-gown urban problem (not dissimilar from that of most other urban colleges and universities), Dr. Kirk has no experts on community relations or city planning on his top staff. His feel for a first-rate bureaucracy, both formal and informal, that can gather facts, analyze trends, plan and project, persuade and press a variety of constituencies and media, and maintain quality in all areas of the University, is not strong. When he does select staff members, he has no efficient search-and-chase unit to spot and recruit the nation's best minds, nor does he seem especially eager to use young persons of talent, or colorfully imaginative and innovative aides. The results of this typically professional—but non-professional—approach have led on occasion into administrative slovenliness (as in the cigarette filter caper), slowness (as in the tardy response to the Student Life Commission's report to him), inefficiency, breakdown of communications, and lack of foresight and audacity. Indefatigable efforts by Dr. Kirk himself, or such brilliant close aides as former Vice President Lawrence Chamberlain or the present Vice President for Academic Affairs David Truman, are no longer enough to run a modern university.

Third, there is the *cultural* difference between President Kirk and numerous new faculty members and most students. The president admires good wines and great music, Oriental art and deft statesmanship, the philosophy of Aristotle and Jefferson, and the miracles of modern engineering. He believes in good manners and tolerance as a prerequisite for intellectual discourse and democratic pluralism. He is highly discreet. He often does good deeds anonymously. (Only a few weeks after he re-entered his vandalized office, he raced up to Albany to fight against a

proposed bill to punish economically students who engaged in disruptive or destructive acts on the campus.) But he is confronted with a resurgence of Jacksonian-like populism; a rampant moralism; and a return to Rousseauistic naturalism, with its primacy for feeling rather than thinking. Discretion, manners, and refinement are now "square" and in some circles, laughable. Rock 'n' roll bands replace Bach, Bartok, and Thelonius Monk. Thinkers like Herbert Marcuse, a favorite of some young leftists, even deride democratic tolerance as a bourgeois trick to disperse concentrated assaults on the *status quo*. The movies, a mass, commercial art form, have become the favorite art of many, and cultural patterns for today's young often stem from films, or from advertising and television. It is suddenly hard to get faculty to teach courses in the

history of culture or in contemporary civilization. The professors' allegiance, increasingly, is to their special craft, their bureaucratic tasks, and their own intellectual, economic, and status advance. Not that Dr. Kirk is a Victorian bluenose—he is fond of racing fast sports cars and likes to wear ascots and sunglasses—but he is doing Mozart, James Madison, Robert Oppenheimer, George Kennan, and Ralph Bunche, while a large number of his critics are doing Bob Dylan, Andrew Jackson, Norman O. Brown, Che Guevara, and Stokely Carmichael. Kirk likes wit; many students today prefer derision.

In the face of this new cultural invasion of the universities, President Kirk, like most other university presidents (and most academic departments) has not been aggressive about working out new university forms that would bring



Manny Warman

Dr. Grayson Kirk: shy, formal, cultivated, careless about staffing.

vigorous cross-pollination and avoid both ossification and a swinging non-intellectualism. Worst of all, in some Columbia persons' eyes, he has not been a *fighter*. "If he believes in intellect, accuracy, and high culture, why hasn't he denounced the new zealots, rebutted the allegations being spread about Columbia, and criticized the recent emphasis among the young on indiscriminate and instant gratification?" one professor said to us. Said one athletic coach, "Kirk has phenomenal ability to absorb punishment, but he's no

counterpuncher." The president seldom has answered charges against Columbia or higher education, no matter how wild or untrue.

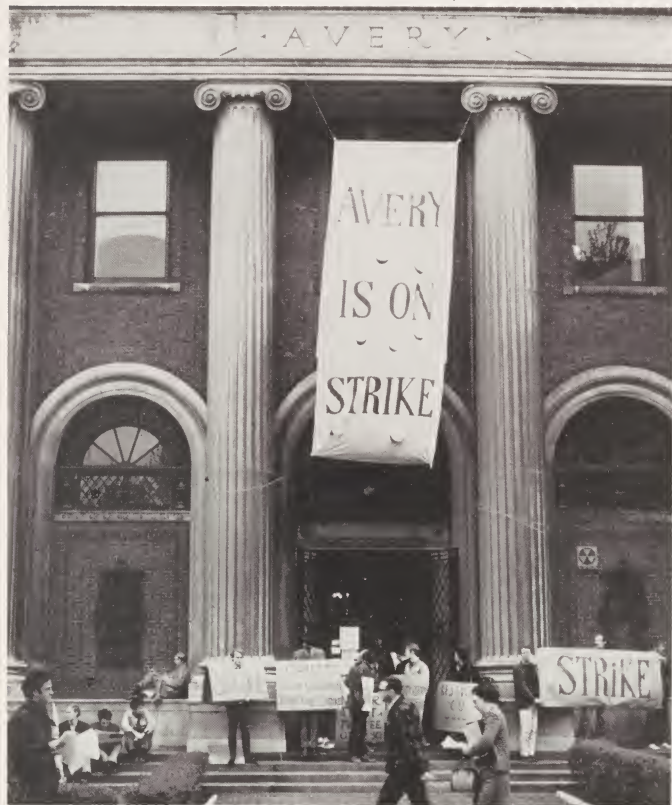
The next two weeks, from Thursday, May 2 to Thursday, May 16 were relatively quiet. The campus was still torn into factions; tables on Low Plaza manned by students urged persons to strike or to help expel all the rebels. But a kind of academic atmosphere returned. It was not Columbia's kind of atmosphere, but more like that of a "fun" university in California or Flor-

ida. People quipped and wisecracked. Classes met over beer and pretzels in professors' homes or on the campus lawns and talked generally about American life and learning without much rigor or any limits. The Grateful Dead, a rock 'n' roll group, played on Ferris Booth Plaza for two hours one day with their sound so amplified that ordinary conversation elsewhere on campus was obliterated. The police were gradually withdrawn from the campus. Visitors came by the dozens: Allen Ginsberg '48, the bushy-bearded poet, told a crowd, like some hippie Christ, to practice love more diligently; and Herbert Marcuse, the Hegelian radical philosopher, said that he thought it was foolish to begin the attack on capitalist restrictions and policies by destroying the major universities, which are the precious oases of criticism and free thought in our capitalist society.

As for SDS and the Strike Committee, things did not go altogether smoothly. A portion of the Strike Committee wanted to continue working for a new attack on Columbia, for a societal revolution. But other student radicals wanted the emphasis to shift to university reform. SDS leaders did not neglect university change. For example, a flyer of theirs on May 2 urged, among other things: (1) that Columbia's budget be public and decided by students, faculty, and Harlem, (2) the end of all military projects and grants, (3) abolition of the NROTC, (4) free classes and use of the library, (5) free contraceptive information, and (6) a course on student rebellions for credit. But, for the most part, SDS chiefs preferred to change the whole "system" and the style of learning. To this end, they moved into a program of agitation of the residential community around the University, claiming that Columbia's expansion had been ruthless and racist and would get brutally worse.

The move into community agitation was in part an attempt to restock the dropouts among the student left. During the two weeks, the Strike leaders repeatedly called for student pickets in front of each campus building, only to meet surprising apathy, resentment, and disinterest. Some days only a few buildings had placard carriers in front, and often they numbered a paltry four or six persons. The Strike was failing.

*After the first police bust, SDS expanded its representation and organized a Strike against academic classes. It was only partially successful, and numerous students soon broke with SDS because of what they claimed was the group's preoccupation with revolution and violence and not educational reforms.*





Some of the Strike followers formed "alumni associations" of the "communes" in Math, Fayerweather, and Low to bolster morale, and for two days the Math commune alumni camped in a colorful tent, replete with red flags, in front of the Mathematics building.

SDS ran an elaborate array of "liberation classes," some of which were attended by several dozen students. Among the liberated classes were: Sexual Intercourse as a Political and Human Reality, Power Structure Research, Walt Whitman and Bob Dylan: the Semi-Divine in America, Imperialism and National Liberation Movements, Motorcycle Mechanics, The Role of Radical Publications, and Moderately Liberated Talmud. One dance class was in Arabic Belly Dancing, with the instructions, "Dress to move freely."

One thing that gave some of the conservatives a chuckle was the circulation by the student radicals of a "Valuable Property List," a list of cameras, radios, guitars, sleeping bags, tape recorders, and books lost by the white revolutionaries during their sit-ins and the police action. Since one of the cries of the SDS had been "people not property," and since numerous leftists had ridiculed the value of private property, including university buildings and equipment, as a "bourgeois hang-up," the recovery hunt by the radicals for their middle-class possessions seemed deliciously contradictory.

As time passed, the student revolutionaries grew somewhat desperate. A New York Times poll of citizens in the greater New York area revealed that 55 per cent of the people blamed the Columbia upheaval primarily on the students, and a high 83 per cent felt that the University was correct in bringing in the police to remove the students from the occupied buildings. Numerous national figures chastised the leftists through the press. Especially wounding was a statement by nearly the entire faculty of Columbia's prestigious Law School. The declaration said the radical seizures were "an effort to impose opinions by force"; that "ransacking" the President's files was not only a violation of the Fourth Amendment but also a "violation of basic decency"; that the police action was necessary and reasonable, even



*During the SDS-led strike in early May, the radical students ran "liberation classes" in such subjects as Power Structure Research, Imperialism and National Liberation Movements, and even Motorcycle Mechanics and Arabic Belly Dancing.*

though "various policemen apparently committed acts of needless violence," and that "the possibility of police brutality was created in the first instance not by Columbia, but by unyielding lawless intruders into the University's structures"; and that "some advocates of 'student power' apparently seek the role of sole decider rather than adviser or even participant."

Mark Rudd, on May 9, told some listeners, "I have to keep holding these liberals back. They think there can be university reform without a revolution first to overthrow the corrupt, manipulative society we live in. Our main work is to stage confrontations that will educate people and radicalize them—to prepare them for that revolution."

Many members of the Strike Coordinating Committee did not agree with Rudd, Papert, and Lewis Cole, a tall College senior whose relentless energy and revolutionary fervor had brought him into the forefront of the Strike's leadership. Several were astounded to learn that the rebel leaders were not idealistic educational reformers but tough tacticians bent on upheavals. First, one student, Joseph Sussman '68E, resigned on May 9,

writing to his 70-man constituency: "As a result of my experiences, on the SCC, I have come to believe that they are devoted to the complete destruction of Columbia University. They have now seized upon a plan for increased levels of confrontation which may very well lead to further violence on campus. For this reason my position on the SCC is now untenable." Two others resigned shortly after. Then, on Wednesday, May 15, after a vicious unauthorized radical statement against the Faculty's Executive Committee ("they are a political force . . . [and] there's only 12 of them, which puts them one step down from the jocks") and a walkout by the rebel leaders from the Fact-Finding Commission, headed by Harvard Law Professor Archibald Cox, 20 of the remaining members broke all relations with the Strike Co-ordinating Committee and formed their own unit, Students for a Restructured University. Said John Thoms, a Swarthmore graduate and Ph.D. candidate in English, "We still support the strike and the demand for amnesty, but we cannot agree with their tactics, and not even some of their aims." SCC wanted another vio-

lent confrontation to keep pre-revolutionary education going; SRU wanted university reform and student power. Also, for all their talk of "participatory democracy," the SDS members on the SCC were rigid, unyielding, dictatorial. According to graduate student Thoms, "Some of us have also felt uneasy with much of the rhetoric emanating from Strike Central, with its startling catchwords—racist imperialism, capitalist corporate structure—is, we believe, unsuited to the discourse of a university."

The resignations were prompted too by the swift formation of reformist committees, such as the College's Joint Student-Faculty Commission to look into College improvements, and the steady proposals and work of the Faculty's Executive Committee.

While the Strike Co-ordinating Committee was falling apart, the SDS revolutionaries were preparing a dramatic move that they hoped would mobilize the residents on Morningside Heights against Columbia, and possibly re-agitate Columbia students as well. They decided to occupy a 70-year-old, six-story house that Columbia had purchased three years earlier in order to build a new Graduate School of Social Work on the site. Located at 618 West 114th Street, between Broadway and Riverside Drive, the house was half vacant, half occupied still with five tenants.

For over a decade, the University had been buying buildings on Morningside Heights in order to meet growing needs, just as most other leading urban universities have been doing. Originally, many of the tenants were evicted rather coldly. But a new policy begun under Vice President Chamberlain several years ago began relocating the tenants, frequently with a sizeable stipend. The tenants relocated have been both white and Negro, upper middle class and poor. In one or two buildings, filled with persons with serious problems, Columbia has even conducted expensive programs of rehabilitation.

At 8:00 p.m. on Friday, May 17, there was a brief rally at the Sundial on campus, at which SDS member Michael Golash, a soft-spoken engineering student and a renegade Roman

Catholic with a strong devotion to the downtrodden, read a statement from a just-formed "community group" called the Community Action Committee. The statement, obviously written by SDS members and not by Morningside residents, demanded the end of all expansion by Columbia and a return of all University-purchased buildings to "the people." Then, about 400 young persons, led by Golash, Mark Rudd, and Paul Rockwell, solemnly marched to the house on 114th Street to join some 40 "community people" in the building. "We are taking back one of the buildings Columbia has taken from us," a statement said.

The whole thing was rather sad. There were relatively few residents from the Morningside community in sight anywhere, and the protest had an embarrassingly phony air. It wasn't even a Columbia student protest; about half of the 400 young people came from such places as the East Village and City College, suburban high schools and Sarah Lawrence. One of the tenants in the building protested against the protest that was supposed to be on his behalf.

For seven hours the demonstrators sat on the window ledges and on the sidewalk and street in front of the building, while a large black flag, the flag of anarchy, hung from a first-floor balcony. At 4:00 a.m., 10 police vans pulled up on Broadway and unloaded 300 helmeted policemen. Led by Assistant Chief Inspector Eldridge Waithe, who directed the clearing of Hamilton Hall, the police urged all demonstrators to clear the block or be subject to arrest. The protestors didn't taunt the cops excessively or strike at them at all, and the police were astonishingly gentle, asking people to remove their eyeglasses and jewelry in case of an accident. About three-quarters of the protestors were herded down to Riverside Drive; the rest walked into the police buses of their own accord, many gaily making V-signs with their fingers. "Who's next? Anyone else want to be arrested?" asked Inspector Waithe. Mark Rudd, who was not arrested during the police bust earlier, entered a van voluntarily this time. Of the 117 persons who sought arrest, only 56, or 48 per cent, were Columbia students. The next day, at a Saturday noon rally on the Columbia campus for

"the people" of Morningside Heights, only 75 students showed up. It was supposed to be part of what Rudd hoped would be a giant city-wide series of rallies.

The day before the May 17 sit-in at 618 West 114th Street, on Thursday, May 16, the dean of Columbia College sent registered letters to five of the SDS leaders who had been disciplined earlier for the Low Library indoor demonstration: Mark Rudd, Nick Freudenberg, Ted Gold, Ed Hyman, and Morris Grossner. They were asked to appear at the Dean's Office by 5:00 p.m. on Tuesday, May 21, to answer charges that they had participated in illegal acts or "be suspended from the University." Because graduation was approaching, similar letters were also sent the next morning to all College seniors who had been clearly identified as participants, numbering 30.

This action was taken three days after the new tripartite student-faculty-administration Joint Commission on Disciplinary Affairs, which had grown out of the Galanter-Hovde-Trilling Committee, had announced its final recommendations, following some lagging that occurred because the committee misunderstood the legal nature of criminal charges and President Kirk resolutely refused to surrender the ultimate disciplinary power at the University to the new committee. The Joint Commission proposed: that each participant in the rebellion be put on disciplinary probation for a year, until June, 1969 (those already in disciplinary trouble were to have stiffer penalties); that the dean of each School or Faculty carry out the investigation and discipline of his students as has been customary; that each demonstrator have the right to appeal to the Joint Commission if he thinks the treatment by his dean was unjust; that the application of all University penalties be held back until after action in the

*On Friday night, May 17, SDS and some allies occupied a local apartment house in an attempt to get "the people" aroused against Columbia. Here, Mark Rudd addresses the protestors around midnight, under an anarchist's black flag. The police removed the students several hours later, without incident.*







courts had been decided; that if the President disagreed with any of the Joint Commission's appellate decisions, a distinguished Columbia alumnus be called in to arbitrate; and that all students who failed to appear before their deans would be suspended from the University. It was with these recommendations in hand that the letters were sent out.

The letters precipitated anguished discussion within the Strike Coordinating Committee. Should the striking students visit their deans or not? If they did, it would mean abandoning the demand for amnesty, recognizing the "legitimacy" of what they regarded as a totally discredited administration, and damaging the force of "the movement." If they did not visit the deans, it would mean suspension, defiance of a new, powerful disciplinary committee with strong student participation, and probably loss of support among numerous student sympathizers. A vote was taken, and a large majority decided to visit the deans, as the Joint Disciplinary Commission recommended.

However, Rudd, senior Juan Gonzalez, and a few others dissented from the decision, accusing the others of be-

ing "chicken" and not sufficiently dedicated to a social revolution. Rudd and the other SDS leaders simply decided not to abide by the majority decision. "It's ridiculous to see the deans," said Rudd. "Anyway they'll throw us out of the College whether we go or not." Rudd and the other SDS leaders told Associate Dean for Student Affairs Alexander Platt in person that they would not appear, then had their lawyers send a telegram to that effect on the afternoon of Tuesday, May 21, a few hours before the 5:00 p.m. deadline.

Rudd had become more Leninist by May 21. The "democratic" aspect of the revolution had nearly disappeared. On Monday, May 20, he and several of his colleagues were forcibly evicted from the Brooklyn College campus by moderate students when they tried to aid a tiny group of 38 leftists who had seized the Registrar's Office there. At Columbia his active support was falling away too (though student sympathy for the rebels was still widespread). He was forced to impose a strong minority control to revive the dying flames of the Columbia revolution. One thing gave him hope: the French student

rioting, which had begun on Saturday, May 11. Perhaps the nationwide French student strike, which several SDS leaders claim was inspired in part by the Columbia uprising, would be emulated in America if dedicated leadership could be kept assembled.

That Tuesday, 28 of the 30 seniors who were sent letters appeared in Dean Platt's office in Hamilton Hall. Thirteen of them admitted their part in the demonstration, were put on disciplinary probation for the remaining two weeks of the semester, and received their diplomas at graduation. Most of the 14 others refused to answer Dean Platt's inquiries; others denied any part in the rebellion. Their cases were referred to the Joint Disciplinary Commission. The two seniors who did not appear were Juan Gonzalez and another stalwart. Of course, the four other SDS leaders did not appear either. (Senior Ted Gold apparently never received his letter from the dean.)

SDS held a Sundial rally at 4:00 p.m. on that Tuesday, May 21. Dean Platt ran out to the Sundial to try to meet with the four student rebels on South Field to avoid the automatic suspension that would have to be invoked in less than an hour. They refused to meet with him. Their lawyers instead came to Dean Platt's office around 5:00 p.m., but Dean Platt said that the meeting was not a trial but rather an in-house College inquiry and hearing which required appearances by the students themselves. At 5:30 or so, it was announced that the four leaders, because they refused to acknowledge the authority of the College's officers or the University's disciplinary commission, were suspended. Said one College official, "Any person who refuses to abide by the accepted and properly devised rules of a community and prefers instead to do only what he himself feels is right, can no longer remain a member of that community." A member of the Majority Coalition agreed. "Who does Rudd think he is, some kind of Roman god, above all mortal rules?"

At the Sundial, SDS orators did not tell anyone about their being outvoted in their own ranks on the matter of seeing the deans. They only told the crowd of some 200 listeners and 300 spectators that Kirk was out to "cut the head off the movement" by arbi-



Larry McVeslie

Acting Dean Coleman told the SDS-led strikers, after they seized Hamilton Hall again on Tuesday, May 21, to leave the building right away or be subject to suspension.



*Speaker in Hamilton Hall lobby urging his fellow protestors to stick with the tiny group of SDS leaders who refused to accept the majority decision of their Strike Coordinating Committee. The student with the dark shirt and jacket and the cigarette, standing in the center, is Tony Papert, powerful rebel leader.*

trarily, summarily, and illegally expelling the leaders without so much as a hearing. No one from the Dean's Office or Low Library was on hand to explain the actual situation and prevent new student indignation from rising against what sounded like a brutal act.

The SDS leaders were thus able to lead about 300 persons into Hamilton Hall after the rally in order to re-capture Hamilton Hall. Of the 300 persons, only half were Columbia students. The rest were collaborative romantics, reformers, and revolutionaries from all over the New York area, especially the anarchist East Village. (Most of the "liberal reformers" had dropped out by this time.) Only two or three young faculty members were among them. Very soon a large portrait of Mao Tse-tung went up over Dean Coleman's door. One speaker with a bullhorn said, directly in front of the poster, "We must continue our

fight to end the Vietnam war, to stop racism, to get total amnesty. We have become leaders of a young people's movement around the whole nation, around the world. We will continue to fight. We will win!"

At 7:20 p.m. Dean Harry Coleman appeared with a bullhorn in front of Hamilton Hall. He had discussed the new seizure of Hamilton with President Kirk and Associate Dean Platt, and they had decided to stop the re-occupation quickly. He told the sitters-in, who had none of the jovial defiance of the sitters-in on April 23, they they were acting "illegally and against the rights of others" and said, "You are hereby directed to clear this lobby and leave the building." He was met with boos and profanity. After 10 minutes, seeing that almost no students were leaving, Dean Coleman returned and announced: "Inasmuch as you have ignored my directive, as dean of this College I have no alterna-

tive but to call the police. Any student arrested will be subject to immediate suspension for an indefinite period." There were more boos, and shouts of "Drop dead," "Bullshit," and "Up Against the Wall." An hour later the police began to assemble near the campus once more.

Despite the appearance of surly hardness, however, the students were shaken. There was noisy discussion among those sitting in and considerable alarm. The leftists were encouraged and harangued continuously by Tony Papert, Rudd, Gonzalez, and others, but numerous demonstrators were not persuaded. Should they risk their academic careers to re-ignite widespread student strikes and social upheaval? The leaders tried to reassure them with comments like, "If we stick together the University would never throw us *all* out. In unity we have power." "Don't worry about bail money. That will be taken care of."

"We have lots of help coming. Let's hang on." But some students began to depart sheepishly. At 10:10 p.m. a vote was taken to decide whether to leave the building. By a slim majority, the protestors voted to end the sit-in and leave. Again, the SDS leadership refused to accept the democratic majority decision and exhorted, cajoled, and demanded that the students and outsiders remain. Nearly 50 left, but the others stayed.

Outside Hamilton, a throng of nearly 1,000 students had gathered, mostly angry about the new seizure. (About 200 students sympathetic to the seizure stood directly in front of the doors of Hamilton to prevent vigilante removal of the protestors.) Chants broke out: "T P F! T P F!" (Tactical Police Force) and "SDS Must Go!" A huge red banner was hung from a window in Hartley Hall next to Hamilton saying "STOP SDS." One resident in Hartley Hall, turned up his recording machine full force and blared Beethoven's Ninth Sym-

phony, with its choral plea for all men to be brothers, to the crowd. After SDS leaders lost the vote inside Hamilton, leader Ted Gold appeared on a second-floor balcony to request that more students join the protestors inside Hamilton. He was met with a barrage of eggs, apples, and oranges from the crowd outside. By midnight the mood was ugly. Hundreds of students became impatient with what they called "University stalling" and wanted to remove the protestors themselves. Said one College junior, "The Administration and Faculty will probably allow another week of take-overs." A nasty fist fight broke out between rightist and leftist students in front of the Hamilton doors at 12:20 a.m.; it was soon quelled by the College deans and moderate students.

Suddenly at 12:45 a.m. a student appeared outside Hamilton with a bullhorn and announced that "one-half of us are staying in Hamilton in solidarity with the four who have been suspended; the other half are leaving."

The announcement met with applause, boos, and puzzlement from the spectators.

To almost no one's knowledge, the move was part of a sensational, audacious, last-ditch tactic. The tactic was to turn the whole campus into a barricaded quarter, thus compelling *every student and faculty member* to be imprisoned on campus and attacked by the cops. It was hoped that the great majority of Columbia people would thus be "radicalized," and revolutionary sentiment restored. Students who left Hamilton quickly tore up fences, stole benches, ripped down gates, seized tables and chairs, and brought them to the Broadway and Amsterdam gates—the only two places of entry and exit to the campus at the time. Two 15-foot-high barricades were erected by the revolutionaries by 1:30 a.m. No one on campus had any way of leaving the campus.

At 2:15 a.m. Dean Coleman appeared in front of Hamilton and asked the crowd of 1,000 onlookers to dis-

*A student peers through the Broadway gate barricade built by revolutionaries in the early morning hours of Wednesday, May 22. That night young radicals, many of them from outside Columbia, set fires, broke windows, and struck cars and police.*





perse. Some did, but most did not. Ten minutes later 300 helmeted policemen broke through the heavy barricades in the Hamilton basement and poured out of the underground tunnel to arrest the 100 or so students left in the building. The students surprisingly offered no resistance, so the police escorted them peacefully out through the tunnels.

Just as the spectators outside in Van Am quadrangle saw the police through the building's windows racing up Hamilton's stairs, they spied gray-white smoke coming out of a sixth-floor window. "Fire!" numerous persons shouted. Within 10 minutes small clouds of smoke were puffing out of the sixth floor, and New York's firemen had to be called to extinguish the blaze at the west end of the sixth floor. That was only the beginning. Small para-military units of the rebels, adopting "mobile tactics," now began a series of assaults and incidents. One young leftist was overheard saying to his forces, "Let's go, man. We've got to strike like lightning, all over this University. We've got to paralyze this place. It's got to be *ours* from now on!"

Several students piled up furniture and set fires in two places on the fifth floor of Fayerweather Hall, causing a considerable blaze. Another group was stopped at the door of Schermerhorn, with cans of gasoline in their hands. Other students pried up the red oblong bricks and the black asphalt hexagonal bricks from the walks on campus and threw them through dozens of windows on campus, especially Low Library. Numerous bricks were hurled at policemen just outside the two main gates and several cops suffered concussions, serious bruises, and bloody lacerations. The front windshields of three parked police vehicles were smashed. A tree, potted in a round concrete container, was dragged 20 yards across the Engineering School terrace by several rebels and dropped 40 feet below on a parked police bus.

President Kirk, meeting in Vice President Truman's office with top aides, several senior faculty, lawyers, and Columbia College deans Coleman, Colahan, and Platt, decided at 3:45 that the revolutionaries, many of them non-students, were running amuck and that the campus had to be cleared

to restore order. He quickly ordered a statement printed and distributed to "clear the campus of all persons." He wrote, "Dormitory residents are to remain in their rooms. All other persons, including dormitory residents not in their rooms, must leave the campus immediately via the nearest campus gate." The President read words of similar effect over the campus radio station WKCR at 4:05 a.m. Dean Platt rushed out to the Sundial with a bullhorn and broadcast to the several hundred revolutionaries and the 500 or so spectators that they should go to their rooms or leave the campus.

At 4:30 the police, directed personally by Chief Inspector Sanford Garelik, began to try to break through the barricades. Some students, anxious to leave the campus and frightened, helped remove the debris. But dozens of leftists kept piling things back almost as fast as the police removed them. Some threw chairs, bottles, and bricks at the police. Finally, the police dismantled the tangled barricades. Nearly a hundred leftists locked arms inside the Amsterdam gate, but the police moved in swiftly in a wedge, and the hundred fled. Inspector Garelik announced over WKCR, at 4:45, that anyone who did not leave the campus in 10 minutes would be arrested. At least six of his aides also made the same announcement with loudspeakers around the campus. About half of the students went to their rooms or ran off the campus. But nearly 300 others did not. They shouted "Cops Must Go!" and obscenities, taunted the police as "Fascist pigs," and in some cases struck, tackled, or threw things at the police defiantly. At 5:00 a.m. over 100 helmeted policemen, swinging nightsticks, rushed the leftist students and their supporters. They were joined by 50 plainclothesmen with rubber blackjacks. They attempted to drive the students up into their dormitory rooms. Many of the police were clearly furious at the abuse and violence that the leftist students had inflicted upon them, and chased students vigorously, clubbing them repeatedly. A few policemen even drew guns on small mobs of students in a fiercely violent mood. Some police, especially numerous plainclothesmen, chased rebel students into the ground floor lobbies of

Hartley and Livingston Halls to seize them or strike them. Plainclothesmen in front of Furnald Hall pursued some students as high as the fourth floor to administer clubbings of revenge. By 5:30 a.m. the campus was clear of marauders.

Injuries, treated at St. Luke's Hospital, were numerous, though fortunately not very serious: 38 students (mostly with scalp lacerations), 9 non-students, and 17 policemen. The police made 171 arrests, one-third of them non-Columbia people. Thirty-five were College students.

As with the previous police bust, SDS leaders moved quickly to capitalize on the police-student violence. At 9:30 a.m., only five hours after the police raid, they held a press conference. Juan Gonzalez, flanked by Lewis Cole, Jonathan Shils, and Joshua DeWind, a graduate student, made a statement denouncing Columbia's administration once again for their "academic reprisals." He claimed "untold numbers" had been injured and that "over 5,000" students had furiously battled against the shameful presence of the police on campus. Said Gonzalez, using his media time skillfully, "We call for a city-wide demonstration at 116th Street and Amsterdam at 6:00 tonight, and we ask students at all other universities to join in us in protest."

The press this time were tough. "What do you want to accomplish?" Gonzalez: "To demonstrate that everyone is on our side except the Administration." "Isn't your student violence as great as the police violence?" Gonzalez: "We are prepared to do battle, yes, because Columbia's administration is totally illegitimate." "Are you trying to spread this revolt to other areas?" Gonzalez: "Our revolt definitely has outside implications." Immediately after, SDS announced the formation of a "Summer Liberation School," which would begin with one course that Wednesday morning, May 22, on the Ferris Booth patio. The flyer said, "Its purpose is to analyze the rebellion and develop strategy for the summer and next year, with a view to long-term revolutionary programs." The instructors were Tony Papert, Mark Rudd, and Juan Gonzalez.

This time, however, there was not the massive sympathy for the student



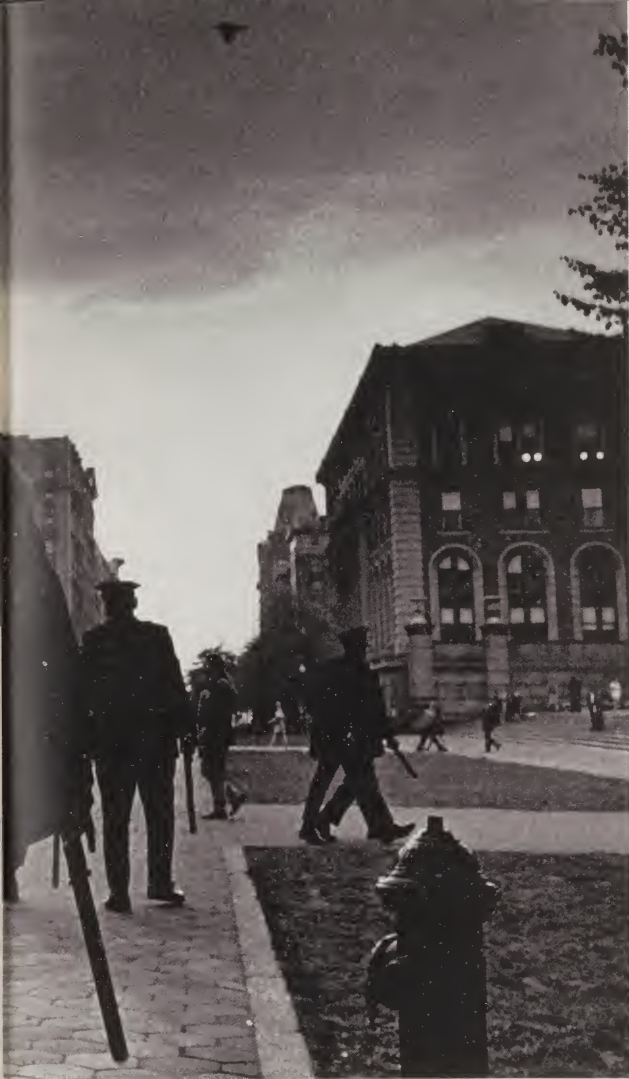
rebels that there had been after the first police action. For one thing, the re-occupation was plainly a tiny minority move, unlike the first demonstration. Secondly, many were becoming convinced that SDS was not interested in academic reforms but in a national strike or at least a local revolution, and was merely using Columbia University. Thirdly, more

students saw that the protests were transparently imposed and not indigenous, and that they were being pulled off increasingly with the aid of non-academic outsiders.

But most determinative of all were the fires of the previous night. The burnings shocked even some of the student guerillas. One told us, "I didn't know some of the guys would

go that far." But another rebel blithely blamed the fires on the police. "I bet a plainclothesman started those blazes to help cook our skins."

Examination of the Hamilton fire the next morning showed that someone had singled out the papers and files of Associate Professor Orest Ranum for burning. Two years of research notes, much of his files and



*Police on campus at sunrise the morning after the second "bust." Some students burned faculty research notes. New Yo:k's police chased and clubbed students back into their dormitory rooms.*

That Wednesday afternoon President Kirk held a press conference at 3:30 p.m. He said:

In case there remains a doubt in anyone's mind about the motivation behind last night's actions, the Strike Committee's statement this morning clearly demonstrates that theirs is a political action—one that goes far beyond their grievances with the University. When they called for city-wide support, and when they asked for risings on other university campuses throughout the country, they showed the true nature of their objectives. . . . All who are genuinely concerned about academic freedom, and the rights of students to learn and of professors to teach, must now see that the University is compelled to use all measures necessary to restore peace in the face of continuing and expanding violence.

Shortly after, at 5:00, the Faculty's Executive Committee also held a press conference because as Professor Michael Sovern put it, "We have a sense of outrage, one that is widely shared among our colleagues."

We, the Executive Committee of the Faculty, regard the actions of the students who seized and barricaded Hamilton Hall on May 21 as destructive of all efforts to create a climate of mutual discourse, due process, and reasoned disagreement. In effect, the students who participated in the incidents of May 21 have said that whenever they do not agree with an administrative measure, they will seize a building or resort to some other form of violence.

We are grieved that the action of the police subsequent to the evacuation of Hamilton Hall led to the injury of a number of students. Our grief cannot, however, blind us to certain facts. The relatively calm evacuation of Hamilton Hall soon gave way to individual and group acts of violence. Bands of students behaved in an extreme and unjustifiable fashion. They deliberately broke into the office of a member of the faculty, and removed and destroyed his papers, which included the irreplaceable notes on two years of original research. They vandalized buildings, going so far as to set fires in several of them, endangering the lives of members of the community.

What makes the students' conduct the more intolerable is that it was in response to actions of Dean Platt that were well within the guidelines estab-

some of his library, and numerous doctoral dissertations and student essays were systematically burned. (Ranum had been one of the key persons who tried to effect a compromise solution earlier.) The discovery of this piece of academic arson stunned many students and alumni, but it roused the faculty as no other SDS illegality had. News of that action, and furies in-

dignation about it, even superseded the horror of new student injuries from police clubbings. All morning long, faculty members came to visit Professor Ranum's office in sympathy and disbelief. In Fayerweather, government professor Lewis Edinger had some of his papers burned too. Much of the north end of the fifth floor of Fayerweather was black and charred.

Alan Eisenstein



## *Is Fanaticism in the Saddle?*

*(The following are excerpts from a speech by philosophy professor Sidney Hook at the N.Y.U. Club on May 4, 1968.)*

If the university is conceived as an agency of action to transform society in behalf of a cause, no matter how exalted, it loses its relative autonomy, imperils both its independence and objectivity, and subjects itself to retaliatory curbs and controls on the part of society on whose support and largesse it ultimately depends.

This is precisely the conception of a university which is basic to the whole strategy and tactics of the so-called Students for a Democratic Society. I say "so-called" because their actions show that they are no more believers in democracy than the leaders of the so-called Students Non-Violent Co-ordinating Committee are believers in non-violence. And indeed the leaders of the SDS make no bones about that fact. In manifesto after manifesto they have declared that they want to use the university as an instrument of revolution. To do so, they must destroy the university as it exists today.

I wish I had time to list some of the clever stratagems they have devised to focus their opposition. On every campus there are always some grievances. Instead of seeking peacefully to resolve them through existing channels of consultation and deliberation, the SDS seeks to inflame them. Where grievances don't exist, they can be created. In one piece of advice to chapter members, they were urged to sign up for certain courses in large numbers, and then denounce the University for its large classes!

Freedom of dissent, speech, protest is never the real issue. They are, of course, always legitimate. But the tactic of the SDS is to give dissent the immediate form of violent action. The measures necessarily adopted to counteract this lawless action then become the main issue, as if the original provocation hadn't occurred. Mario Savio admitted after the Berkeley affair that the issue of "free speech" was a "pretext"—the word was his—to arouse the students against the existing role of the university in society. One of the leaders of the SDS at Columbia is reported to have said: "As much as we would like to, we are not strong enough as yet to destroy the United States. But we are strong enough to destroy Columbia!" He is wrong about this, too—the only action that would destroy Columbia would be faculty support of the students!—but his intent is clear.

Actually, the only thing these groups, loosely associated with the New Left, are clear about is what they want to destroy, not what they would put in its stead. In a debate with Gore Vidal, Tom Hayden, one of the New Left leaders, was pointedly asked what his revolutionary program was. He replied: "We haven't any. First we will make the revolution, and then we will find out what for." This is truly the politics of absurdity.

The usual response present-day academic rebels make to this criticism is that the University today is nothing but an instrument to preserve the status-quo, and therefore faithless to the ideals of a community of scholars. Even if this charge were true, even if the universities today were bulwarks of the status quo, this would warrant criticism and protest, not violent and lawless action in behalf of a contrary role, just as foreign to their true function.

But it is decidedly not true! There is no institution

in the country in which dissent and criticism of official views, of tradition, of the conventional wisdom in all fields, is freer and more prevalent than in the university. The very freedom of dissent that students today enjoy in our universities is in large measure a consequence of the spirit of experiment, openness to new ideas, absence of conformity and readiness to undertake new initiatives found among them. . . .

Let us not delude ourselves. Even when these militant students fail to achieve their ultimate purpose, they succeed in demoralizing the university by deliberately forcing a confrontation upon the academic community which it is not prepared to face and which is fearful of accepting its costs. In forcing the hand of the academic community to meet force ultimately with force, the citadel of reason becomes a battlefield. The students glory in it, but the faint of heart among their teachers turn on their own administrative leaders. These militants succeed in sowing distrust among students who do not see through their strategy. They also succeed in dividing the faculties. There is always a small group—a strange mixture of purists and opportunists desirous of ingratiating themselves with students—who will never condemn the violence of students but only the violence required to stop it. These students succeed, even when they fail, in embittering relations between the administration and some sections of the faculty. They succeed, even when they fail, in antagonizing the larger community of which the university is a part, and in arousing a vigilante spirit that demands wholesale measures of repression and punishment that educators cannot properly accept. . . .

I do not recall any other period in the last fifty years when intellectuals themselves have been so intolerant of each other, when differences over complex issues have been the occasion for denunciation rather than debate and analysis, when the use of violence—in the right cause, of course—is taken for granted, when dissent is not distinguished from civil disobedience, and civil disobedience makes common cause with resistance, and readiness for insurrection. A few short years ago, anti-intellectualism was an epithet of derogation. Today it is an expression of revolutionary virility.

In the 50's I wrote an essay on "The Ethics of Controversy" trying to suggest guidelines for controversy among principled democrats no matter how widely they differed on substantive issues. Today I would be talking into the wind for all the attention it would get. Fanaticism seems to be in the saddle. That it is a fanaticism of conscience, of self-proclaimed virtue, doesn't make it less dangerous.

This past year has presented the spectacle of militant minorities in our colleges from one end of the country to another, preventing or trying to prevent representatives of positions they disapprove of, from speaking to their fellow-students wishing to listen to them. The spectacle shows that we have failed to make our students understand the very rudiments of democracy, that to tolerate active intolerance is to compound it.

If we judge commitment by action, the simple truth is that the great body of our students is not firmly committed to democracy or to the liberal spirit without which democracy may become the rule of the mob.

lished by the Joint Committee on Disciplinary Affairs. . . .

The refusal of the four students to appear in person led, under the rules of the Joint Committee, to suspension. (Nineteen students did come forward and appeared before Dean Platt.) We can only conclude that the refusal of the four was a willful prelude to a provocative action which is part of the "politics of confrontation" which this group is pursuing. These are not actions which can lead to reconciliation or the restructuring of the university. Those students who engage in the politics of confrontation must bear the major responsibility for the report to the civil authorities. . . .

Whatever errors of the University in the past have contributed to the breakdown of confidence, the acts of violence by the students cannot be justified. We are convinced that virtually all students deplore such actions. We fervently hope that the events of May 21 will lead all students, including those who for reasons of conscience and conviction have been supporting the strike, to dissociate themselves from those who are clearly intent on the destruction of the University. . . .

(The next day Supreme Court Justice Abe Fortas said that the Columbia left-wing students' behavior was "totally inexcusable from the point of view of even primitive behavior." He added that campus liberals were afraid of opposing wild and illegal tactics for fear of being dubbed "White Uncle Toms.")

The SDS-sponsored rally that Wednesday evening was fiery but disappointingly small. Only 350 leftists were on hand outside the Amsterdam gate, although almost 600 onlookers stood around. There was only a tiny sprinkling of community residents, and almost no Negroes. There were several red flags in the crowd.

At 6:30, Mark Rudd, out on \$2,500 bail, said into a bullhorn, "We can't get this University to move. We've tried everything to get them to the bargaining table with us. But they're—what shall I say?—*bourgeois*!" Ted Gold, speaking longer, said, "This Administration has no right to talk to us, to discipline us. If all of us stick together, they *can't* discipline us. This University could never open next September if 400 of us got bounced."

An East Village revolutionary was the most inflammatory. "Up Against the Wall" is not just a slogan. It's a political statement. It means that we are going to have to put people up

against a wall . . . We have to fight police force with *revolutionary* force. Columbia is not the enemy, but only a tool of racists, exploiters, and fascists. Our violence has to be properly directed, and it has to be *organized*, not random and romantic. We have to be like the Viet Cong. We can't just grab guns. That's stupid. We have to understand this rotten reality and tear it down shrewdly."

On Thursday night, May 23, the College's Alumni Association held its 94th Annual Meeting at the Columbia University Club. Over 275 alumni attended the dinner meeting, at which new officers were elected and during which a semblance of normality was kept up. But toward the end of the meeting all hell seemed to break loose, and windy rhetoric, moral postures, and pleas for understanding were exchanged hotly.

What sparked the controversy was Executive Director Max Lovell's invitation to the championship basketball and fencing teams to attend the dinner to receive something called the Alumni Merit Award, an idea he dreamed up two years ago to recognize undergraduates who have done meritorious work for the College. Some of the team members sympathetic to the rebels wanted to read a statement of their own views on the crisis. Max Lovell '23 first consented to hear their views, then had the Board of Directors of the Association withdraw the invitation for them to come to the meeting, which everyone was anxious to avoid having become another political battleground. Therefore, 16 student athletes picketed the meeting at the 43rd Street club. They also distributed a three-page mimeographed statement which responded to the two earlier College Alumni Association statements condemning the radicals. The statement was critical of the Alumni Association's criticism of the student radicals, but it was deemed naive, overwrought ("Free speech is meaningless at Columbia"), and inaccurate in places ("The Strike Committee now represents 5,000 members") upon examination by many of the older alumni present.

At the rear of the great dining hall stood about 80 young alumni, many from the newly organized, pro-Strike "Alumni for a New Columbia." After

the routine business of the meeting, they insisted on speaking, and did so—over the objections of numerous older alumni present. One young alumnus pleaded that the Association not take any more righteous stands and instead help the efforts of constructive change. But then Marc Kaminsky '64 read derisively and at great length from a written statement about the necessary, "non-violent" force and noble efforts of the demonstrators and the savage brutality of the unyielding Administration and the police. Twice, Alumni Association president Henry King '48 tried to get him to cut short his baldly partisan rhetoric, and then finally told him to stop. Debate, sometimes acrimonious, followed. Alumni were shouting at each other by 11:00 p.m. Then, Justin Feldman '40 got up and made an impassioned appeal to both sides to *listen* to each other, and to use less poetry and sanctimony and more facts and reason. He was roundly applauded. The meeting was adjourned.

During the last week in May, while the Strike leaders tried to keep their forces strong and united, the faculty attempted to pull itself together to effect reforms; the students tried to complete term papers and find summer jobs; and the press and television were busy interviewing key people and analyzing Morningside's events. Columbia's confrontation had become the biggest university thing since Berkeley. Nearly everyone seemed unhappy about the press and TV coverage. The radicals insisted that the New York *Times* and CBS television were hopelessly biased against them, possibly because of the influence of Columbia Trustee and *Times* owner Arthur Sulzberger '13 and Trustee and CBS board chairman William Paley. The conservatives alleged that *Ramparts*, *Rat*, and similar left-wing publications were writing paranoid political fiction. New York's Police Commissioner Howard Leary told NBC's Ed Newman on Sunday, May 26, that there was a shameful lack of balance in press and TV reports about the police. He said the media were only interested in police excesses and not in law enforcement or the student excesses.

The College decided to scrap its annual Baccalaureate Sunday service

and its traditional, friendly Class Day on the Monday before graduation. The grand, all-University Commencement exercises, always on the first Tuesday in June, were not cancelled, however; although they were planned for inside St. John's Cathedral, the site of rainy day graduations, for security reasons. Rumors buzzed for days about what disruption the leftist students and young instructors would stage in the huge church on Amsterdam Avenue, just south of the campus.

As early as Friday, May 31, the Students for a Restructured University—the radical Strike group cool about starting a national revolution—had scheduled a separate Commencement on the steps of Low Library and Low Plaza. They urged an “orderly walk-out” of students and faculty from the regular Commencement in the middle of the ceremony, asked for a large gathering for their “Counter-Commencement,” and promised as speakers Dr. Harold Taylor, former president of Sarah Lawrence College and educator with quasi-socialist views, Dr. Erich Fromm, the noted psychiatrist who has been said to be “a blend of Karl Marx and Norman Vincent Peale,” and Dwight MacDonald, a social critic and sportive anarchist.

In response, the Students for Columbia University, the successor group to the Majority Coalition, issued a Monday plea to the students and a Tuesday message to the graduation audience. Under the title “Do Your Thing, But Let Us Do Ours,” the group printed, on daffodil yellow paper, “a plea to all students and members of the University community to respect the meaning and tradition of Commencement.” Said the flyer: “There are those who look upon graduation as another opportunity for confrontation. Disruption of Commencement would be an attack not on the administration but on other students who have invested four years of their lives in obtaining a diploma. In addition, there are the parents, many of whom have provided an education for their children at great personal sacrifice.”

The message to Commencement guests, printed on Columbia blue paper, read:

As students of Columbia University we wish to apologize to the parents, friends of the University, and to the



Students with red flags leading a “community action” group in pre-Commencement march on Amsterdam Avenue.

public as a whole for the acts of a few of our number. . . .

These elements, determined to tear Columbia down, have labeled the University “despotic,” “oppressive,” and “illegitimate.” Such charges are patently absurd. The very reason the would-be destroyers have been able to attack Columbia so viciously is that a great modern university such as ours does its utmost to encourage free expression of dissent. Columbia’s liberal attitude is part of its greatness, but to some students and outside supporters it was to be perverted and callously exploited. . . .

A number of graduating students have threatened to walk out on graduation. This rude, irresponsible, and hostile act against Columbia, fellow students and their families is indicative of the total disregard the strikers have shown for the rights of others. Though highly repugnant, it is only a mild sample of the methods employed by the strikers to show their contempt for authority.

We suggest that the parents of these students reassess their own position. Parents who actively condone their

children’s illegal and immoral behavior, or who by silence and continuing provision of financial aid seem to approve of that behavior, must share responsibility for what has happened at Columbia. . . .

We realize that what has happened will cause some to lose faith in the University, and to condemn all Columbia students for the acts of a few. We wish all to know that we will continue to fight those who are attempting to destroy Columbia. Our hope is that you will support our effort.

As for SDS, it planned to round up students, outsiders from “peace groups,” “concerned parents,” blacks from Harlem, and residents from Morningside Heights before the 3:00 graduation ceremony; add to them the walkers-out from St. John’s Cathedral; join SRU’s “Counter-Commencement” on Low Plaza; then finish the day with a monster rally in Morningside Park, complete with poetry readings, rock



music, and a gala picnic. Their mimeographed sheet, given out on Commencement morning, said, in part:

While Columbia awards honorary degrees to distinguished men for their contributions to society, it will continue to sponsor IDA research, to suppress the ghettos and perpetuate the inhuman war in Vietnam.

While Columbia is afraid to hold its graduation outdoors where the community members can participate, it is not ashamed to arbitrarily buy up and tear down their homes all over Morningside Heights and West Harlem.

While Columbia congratulates students for their studies, it busts the unions of the employees who make that education possible. . . .

We invite the residents of the Harlem and Morningside communities to join us in developing our political movements. . . .

SDS leaders had decided to soft-pedal their six demands and continue their efforts to involve "the people" in seizing Columbia. As another of their flyers said, "None of those whose labor allows the University to function are represented at graduation," and "none of those whom the University and its policies affect—community people, in particular—are allowed to attend graduation." SDS thinking now seemed to be that control of Columbia should be turned over to "the people in the streets," that all University life should be directed by a vast consortium of students and groundskeepers, professors and campus dishwashers, research assistants and aged ladies in local rent-controlled apartments, alumni and Harlem blacks, administrators and Vietnam veterans. Said one professor of political science, after reading the SDS notices, "It's a beautiful vision, full of brotherhood and based on total equality. I can see 'the people' meeting once a week in participatory democracy sessions under the lights in Yankee Stadium to decide on faculty salaries, medical school admissions, or the fate of the mathematics department."

Commencement was preceded by the usual Alumni Federation Luncheon in Wollman Auditorium. Alumni Federation president Robert Lilley '33 said to the capacity crowd of alumni, "This is the best attended Commencement in years. We have six times the number of proxy votes for the election of new officers that we normally have." With deep sincerity, Lilley praised Dr.



*Diplomat Charles "Chip" Bohlen, an honorary degree recipient, speaking at the Alumni Federation's Commencement luncheon on June 4. At the luncheon, President Kirk was given a standing ovation by the alumni.*

Kirk, who rose and was given a standing ovation by the alumni. President Kirk then spoke briefly, saying, among other things, "Our Trustees are among the finest in the nation." (Two days before, on "Meet the Press," an NBC Sunday television show, President Kirk denied that there was anything "basically wrong" with Columbia, said that if he had to do it all over again he would not have done anything in the past five weeks differently, and attributed the student rebellion largely to the Vietnam war and a "small, hard core" of anarchists and romantic revolutionaries.) Charles Eustis "Chip" Bohlen, a career diplomat and an honorary degree recipient, was the guest speaker. Labor leader David Dubinsky was on the dais as an honorary doctorate recipient also, but there was no Negro receiving an honorary degree.

At 2:00, an hour before Commence-

ment began, Lewis Cole directed a march of some 20 radicals, led by two girls carrying red flags, to the five checkpoints to pick up the expected great crowd to join the leftist students. At the site of the new School of International Affairs, the first stop, the parade was to pick up members of the Morningside community. Only 18 persons were there. Worse, Cole and his marchers were booed and jeered at by the proletarian construction workers at the building site. At the second stop, Pupin Hall ("birthplace of the atom bomb"), only a handful of peace group representatives were waiting. One girl, chewing gum, held a sign, "Welcome to Columbia, Home of Imperialism." There were very few "concerned parents" at Riverside Church; only a sprinkling of "students" at District Attorney Frank Hogan's Riverside Drive home; and almost no members of the "Harlem community" at the gym site.

It was sad. Long-haired maidens with steel-rimmed glasses and dungaree-clad youths themselves had to carry the SDS-made signs meant to show the widespread, grass roots, local hatred of "the people" for Columbia University.

By 3:00, however, nearly 400 students and outsiders had gathered at Amsterdam Avenue, on the west sidewalk between 115th and 116th Streets. The mood was half-angry, half-festive. Many of the young leftists were decorated in red—red scarves, red arm-bands, red berets, and red Indian head-bands. They held lots of balloons, many of them red, but some blue, yellow, and green. There were six large red flags on six-foot poles in their midst. The whole scene was reminiscent of a "Red Guard" rally in Communist China—only with much less grimness. The youth carried signs: "People Power," "Graduation—in the Streets," "St. John the Divine, Inc.," and "No Degree for Scab Dubinsky." About 300 police, including 20 on horseback, held the students in the appointed area.

While the protestors were waiting for their graduating friends to walk out of the Commencement exercises, they were addressed by a succession of speakers who spoke from on top of a parked automobile with a bullhorn. The most interesting was SDS national leader Carl Oglesby. Wearing a brown leather jacket and sunglasses, he told the demonstrators, "For the first time American college students belong to history." Said Oglesby: "Our revolt doesn't stop at the oceans. It's worldwide. What's it all about? Each college and country has its own issues. But underneath them all is the common feeling that the old order is falling apart. If it were not for the rotten police and military, we and our Chinese brothers would be in solidarity and at peace. We've got to create a new order. The persons in power, the older people around, cannot solve the problems. They cannot see the future. Only we can address the problems with imagination, insight, and vision. Only we can see the future." When he was finished there were cheers, and shouts of "Strike, Strike, Strike" which were accompanied by stiff one-arm salutes—almost Nazi-like—with the two-fingered V's stabbing the air.

*A university is not a service station. Neither is it a political society, nor a meeting place for political societies.*

**RICHARD HOFSTADTER**

Suddenly, someone announced, "They're coming out!" and the crowd of protestors roared. "Listen," said the student speaker, holding up a transistor radio, "You can hear Bob Dylan singing 'Times They Are A-Changing.' It's coming from *inside* St. John's Cathedral!"

Inside the huge church, several thousand degree recipients and their parents and professors had gathered for the solemn, dignity-stuffed rite. President Kirk had, in an extraordinary move, turned over the traditional presidential Commencement address to DeWitt Clinton Professor of History Richard Hofstadter, one of the world's leading historians. Given the anti-Administration sentiment, and the special dissatisfaction with Dr. Kirk, nearly everyone agreed it was a wise move by the president.

Professor Hofstadter, father himself of an angry, dissenting son, spoke about the only subject anyone wanted to hear about: the state of Columbia University and academic freedom.

For a long time, Columbia University has been part of my life. I came here as a graduate student in 1937, returned as a member of the faculty in 1946, and have since remained. In these years, I have had at this University many admired and cherished colleagues, and many able students. In this respect, I am but one of a large company of faculty members who, differing as they do on many matters, are alike in their sense of the greatness of this institution and in their affection for it. In the hour of its most terrible trial, it could surely have found a great many of us willing to speak. . . .

A University is a community, but it is a community of a special kind—a community devoted to inquiry. It exists so that its members may inquire into truths of all sorts. Its presence marks our commitment to the idea that somewhere in society there must be an organization in which anything can be studied or questioned—not merely safe and established things but difficult and inflammatory things, the most troublesome questions of politics and war, of

sex and morals, of property and national loyalty. It is governed by the idea of academic freedom, applicable both to faculty and students. . . .

A university is not a service station. Neither is it a political society, nor a meeting place for political societies. With all its limitations and failures, and they are invariably many, it is the best and most benign sign of our society insofar as that society aims to cherish the human mind. . . .

Some people argue that because the modern university, whether public or private, is supported by and is part of the larger society, it therefore shares in all the evils of society, and must be quite ruthlessly revolutionized as a necessary step in social reform, or even in social revolution. That universities do share in, and may even in some respects propagate, certain ills of the society seems to me undeniable. But to imagine that the best way to change a social order is to start by assaulting its most accessible centers of thought and study and criticism is not only to show a complete disregard for the intrinsic character of the university but also to develop a curiously self-destructive strategy for social change. If an attempt is made to politicize completely our primary centers of free argument and inquiry, they will only in the end be forced to lose their character and be reduced to centers of vocational training, nothing more. . . .

The technique of the forceable occupation and closure of a university's buildings with the intention of bringing its activities to a halt is no ordinary bargaining device—it is a thrust at the vitals of university life. It is a powerful device for control by a determined minority, and its continued use would be fatal to any university. . . .

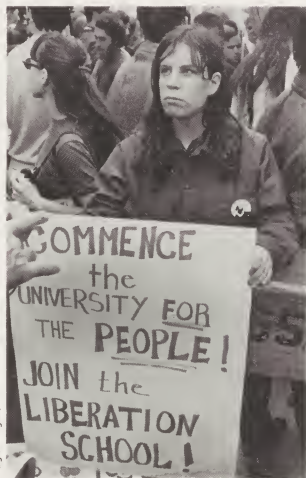
This brings me to our own problem. Our history and situation, our own mistakes, have done a great deal to create this problem; but it must not be regarded as an isolated incident, since it is only the most severe, among American universities, of a number of such incidents. We are at a crisis point in the history of American education and probably in that of the Western world. Not only in New York and Berkeley, but in Madrid and Paris, Rome, Berlin, and London, and on many college and university campuses throughout this country, students are disaffected, restive and rebellious. . . .

Here at Columbia, we have suffered a disaster whose precise dimensions it is impossible to state, because the story is not yet finished, and the measure of our loss still depends upon what we do. For every crisis, for every disaster, there has to be some constructive response. At Columbia the constructive response has been a call for university reform. . . .

Columbia is a great—and in the way Americans must reckon time—an ancient university. In this immense, rich



(Above) Radical students and sympathizers walking out of the Commencement ceremony in St. John the Divine Cathedral. (Below left) Ex-president of Sarah Lawrence Harold Taylor speaking at the leftists' Counter-Commencement. (Below right) Student with protest-advertisement sign at the Amsterdam Avenue rally during Commencement.



country, we have only a limited number of institutions of comparable quality. We are living through a period in which the need for teaching and research—for the services a university performs and the things it stands for—is greater than it ever was before. What kind of a people would we be if we allowed this center of our culture and our hope to languish and fail?

The radicals among the degree recipients, and their sympathizers, never heard Professor Hofstadter's remarks. Just prior to his address, at 3:35, College senior Ted Kaptehek stood up and with the help of SDS marshals, led 240 students (110 of them young women, mostly Barnard girls) and 18 young faculty members out of the cathedral. The marshals kept saying, "Please leave in a dignified manner," and the students did. At one point in the exodus, SDS leader Ted Gold, a fellow student named Keith Kornofsky, and an English department preceptor named James Goldberg, turned on transistor radios that they had hidden under their academic gowns. But security guards quelled the noise quickly. (It was this music, by Bob Dylan and Country Joe and the Fish, to which the demonstrators outside had alluded. According to one protestor, it was made possible by requesting some acquaintances with left-wing sympathies at FM radio station WBAI to play those records at exactly that hour.)

After the walkers-out and the protestors in the streets arrived on Low Plaza, the Counter-Commencement began. Rabbi Bruce Goldman gave the invocation, standing 10 feet away from a heavily bearded youth with a huge red flag. He asked for a "restoration" based on the "highest law, the moral law." His partisan prayer said, "May God grant wisdom and compassion to the administration and trustees by allowing them as a show of good faith to drop all charges against the students." Facing a long list of speeches, many of the 300 participants and 600 spectators sprawled on the grass, found seats on ledges and steps, began looking for friends to chat with during the long ceremony.

A Columbia economist, Alexander Erlich, spoke with passion; a College senior, Nigel Paneth, spoke dispassionately; and a young College alumnus, Michael Nolan '64, said that his



group, Alumni for a New Columbia, supported the SDS demands out of "outrage against the Administration for violating the Columbia family atmosphere by bringing policemen on the campus."

Dwight MacDonald, wearing a purple-and-white shirt, a lavender silk tie, a black-and-white checked suit, a "McCarthy for President" button, and a Kentucky colonel beard, said, "What you've done here is a little like the Boston Tea Party." He, being an anarchist, asked why, among the six red flags, there were no black ones for "my anarchistic taste." MacDonald generally praised the rebels in a rambling fashion, but then drew a shower of hisses from the leftists when he said, "I'm for your revolution; but if you carry on your tactics too long, you'll destroy Columbia University. I don't think our best universities ought to be used to start a social revolution in this country."

When Dr. Erich Fromm got up to speak, everyone stood up and gave him an ovation. He is a small, neat man, and looked like a small-town banker in his gold-rimmed glasses, gray suit, white shirt, and dark red tie. "Our society is approaching a low grade schizophrenia," the noted psychiatrist said, "a split between the mind and the heart." Fromm contended that rationally we all plan beautifully for maximum efficiency, productivity, and control, but more and more we leave out human factors—the need for joy, love, friendship. We are programming our society for profits and power, not people's sanity and togetherness or the preservation and advance of beauty, he said. "I for one welcome this revolution. It is a revolution for life!" When he sat down, he received another ovation, and numerous shouts of "Bravo!"

Harold Taylor also was cheered enthusiastically, though his speech was full of statements like "Education, like love, is an art that can be practiced anywhere," and vague urgings like "It's up to your generation to fill this democracy with new content." He asserted today's leading colleges and universities have lost all sense of purpose. They amass knowledge but neglect to teach the young or to apply their knowledge to society's critical problems, he said. He concluded, "As

the only working college administrator among you, I confer upon you all the B.A. degree: Beatification of the Arts."

After Taylor had finished, most persons were weary from all the talk, but SDS leader David Gilbert rose as the seventh (and unscheduled) speaker. He said, "If we made mistakes it was because we were too modest," and added, "We're part of a struggle that will go on for a long, long time. It will require great daring and terrific dedication." Gilbert then announced the opening of SDS's Summer Liberation School in the Alpha Epsilon Pi fraternity house at 534 West 114th Street. (The house was immediately renamed by wits Sigma Delta Sigma.) And, he invited everyone down to Morningside Park for the post-Commencement frolics, where, he said, "We will expand our alliances with the people we need to overthrow the power structure."

The Counter-Commencement ended with the radical Rev. William Starr praying for "the rebels who cry out against the evils of our time," and asking God to "give us the power to transform this world." The student leftists, with six red flag carriers up front, marched almost triumphantly down to Morningside Park. There were few Negroes to join them, but it didn't seem to disturb them too much. A good time was had by all.

Throughout the six weeks of turmoil one thing seemed particularly evident to many of those observers of the Columbia rebellion who were able to remain fairly objective, compassionate, and insightful. That was the touching and almost desperate longing of many of the radical students to establish stronger bonds with other persons, to find new purpose and loyalties, to win a greater measure of esteem, importance, and status. Powerlessness corrupts, and absolute powerlessness tends to corrupt absolutely. The word "alienation" has become a bag into which every sin, anxiety, and shortcoming has been thrown, but it was on everyone's lips.

It may be that there is a profound irony at the root of much of the campus turmoil—or at the root of modern man's turmoil, for it is not only the students who are unhappy. As M.I.T. political scientist Lucian Pye and a few others have suggested, the increas-

*Student protesters entering Morningside Park for a post-Commencement picnic.*

ing spread in America of both egalitarian democracy and meritocratic individualism may be bringing also increasing alienation, coldness, and dissatisfaction. That is, the very rationality of modern democracy, with its tendencies toward ever greater equality, both economic and social, and toward more extensive individualism, may produce inevitably a loss of community, of personal attachments, of traditional loyalties, of stable status settings. And large-scale organizations in business, labor, government, the military, and even higher education—with their emphasis on rational procedures, promotions, and placement—may eliminate not only irrational actions such as discrimination because of color or national background but also irrational things like intimate friendships, small clubs, loyalties to position, place, or institution, and a recognizable sense of purpose. The ties that bind are often irrational, not rational and calculating. Heat and light may not mix as easily as scotch and soda, or sex and politics.

If this is the case, it is no wonder that a whole new order is called for among some segments of the young. But what kind of new order? No one knows, especially the young. How can contemporary America make a cornucopia of goods and make love at the same time? (Both are desired.) It may be the greatest question of our time. Whether it is or not, it is a question that most top persons in leading colleges and universities hardly recognize, much less address themselves to. They are working feverishly on manufacturing greater rationality, but in doing so, largely without heed to consequences, they may be making things worse. Obviously, it is time for stock-taking, for self-appraisal.

That is the mood in which many Columbia students, faculty, and administrators left for the summer, or decided to stay on Morningside for the summer in order to tackle reforms. "The clash of doctrines is not a disaster; it is an opportunity," said Alfred North Whitehead. Columbia University may demonstrate whether Whitehead was right.







All that is necessary  
for the forces of evil  
to win in the world  
is for enough good men  
to do nothing.

EDMUND BURKE

**Columbia College Today**

Room 336 • 432 West 125th Street  
New York, New York 10027  
*Address Correction Requested*

*Non-Profit Organization*  
U.S. POSTAGE  
**PAID**

NEW YORK, N.Y.  
PERMIT NO. 3593



# Columbia College Today

SPRING 1969



THE  
EXPLOSION  
IN  
ORIENTAL  
STUDIES



## Remember the Soph-Frosh Rush?

Well, it's gone.

So are nickel beers, and very low faculty salaries;  
fraternity hazing, and feeble scholarship funds.

College today is a different world.

And, many claim, a better world—  
for the students, the faculty, the nation.

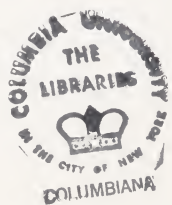
One of the things that made it possible is  
the loyalty and generosity of Columbia alumni.

The College needed your help and you gave it.

The College continues to need your help.

So do the faculty and the undergraduates.

More than ever.



**Columbia College  
Annual Fund**

# Columbia College Today

Volume XV, No. 4

Spring, 1969

Published by Columbia College  
Columbia University  
New York, N.Y. 10027

*This publication is printed for  
alumni and friends of Columbia College  
with the support of  
The Association of the Alumni*

Thomas M. Macioce '39, *President*  
Eugene Rossides '49, *Vice President*  
John H. Mathis '31, *Secretary*  
Carl W. Desch '37, *Treasurer*  
Max J. Lovell '23, *Executive Director*

EDITOR  
George Charles Keller '51  
ASSISTANT EDITOR  
David Heim '68  
EDITORIAL ASSISTANT  
Malinda Teel

## ALUMNI ADVISORY COMMITTEE

Ray Robinson '41, *Chairman*  
Arthur Rothenstein '35  
Edward Rice '40  
Edward Hamilton '42  
Kernit Lansner '42  
Walter Wager '44  
Byron Dobell '47  
John McDermott '54

## IN THIS ISSUE

Around the Quads	6
The Explosion in Oriental Studies	18
Nine Who Guide the Oriental Studies Boom	29
The Strange Affair of America and Asia W. Theodore deBary '41	32
New Sculpture at Morningside	40
Roar Lion Roar	42
Up, Up, and Away	46
Talk of the Alumni	49
A Song, A Show, A Style of Life Morris W. Watkins '24	54
Alumni Authors	60
Thomas Merton, 1915-1968 Mark van Doren, Edward Rice '40, Robert Ciroux '36	65
Unusual Notes on an Astonishing Nation Christopher Edwards	76

Address all editorial communications to:  
Columbia College Today  
400 West 118th Street  
New York, N.Y. 10027  
Telephone (212) 280-3701

COLUMBIA COLLEGE  
founded in 1754  
is the undergraduate liberal arts college  
of 2,700 men in  
COLUMBIA UNIVERSITY

# Within the Family

## The Pleasure of Your Company

This is the last issue of CCT under its present editor.

For eight years it has been my privilege to poke my eyes and ears into nearly every corner of the University. Never, perhaps, has voyeurism been so generously permitted in the groves of academe.

Strange as it may seem, very few colleges or universities have ever allowed scholarly writers to scrutinize their operations. While they all claim to be bastions of truth-seeking and openness, most institutions of higher learning dislike having anyone comb their procedures, policies, and programs in the way that their own scholars pick through other institutions. Faculty members, too. No less than presidents and deans, the professors often stop their quest for truth at the campus gates. Revealingly, among the thousands of fine sociological analyses in America, there exists not one book that treats institutions of higher education with scholarly brilliance. Faculty members often know more about how poems or prisons work or how primitive tribes behave than they know about how the life, politics, and economics of their own communities goes on.

Nor have the outside media been very interested in reporting about the world of education—despite the fact that approximately 30 per cent of America's population is presently in school full-time. What they do report about the universities are two of their more peripheral aspects: sports and crime (dope, lewdness, student riots, etc.) Television probably can never deal with education satisfactorily; education is not visual enough. But newspapers and magazines can. They simply choose to ignore it in the same way they used to ignore Negro life. This, despite the clear descriptions in Peter Drucker's *Age of Discontinuity* and elsewhere that formal education now undergirds our entire society.

Thus, education is the most understudied and underreported aspect of American life today.

It was with this in mind that a few of us at Morningside sought to turn *Columbia College Today* into a new

kind of publication on the U.S. educational scene. In our first issue in Fall, 1961 we wrote: "The magazine should not paint everything at Alma Mater gold and white. Every reader knows it just isn't so. Colleges have problems, just as all other institutions do; and although it's difficult to imagine, they even err occasionally. The magazine should be comprehensively informative, not a mouthpiece. It should not dodge controversies, but describe their origins, dimensions, implications. It is in the lively exchange of facts, ideas, and opinions by reasonable and well-informed people that we are most likely to make some progress."

CCT has tried to depict life at Columbia, especially at its College core, with a hazardous combination of honesty and sympathy. For this effort, CCT has become the most honored magazine in college history, with over 40 awards. Dozens of other college magazines are now imitating us. And we have received many hundreds of flattering letters from alumni, faculty, and parents. CCT has also been criticized, even assaulted—from many quarters—for being too sympathetic or too honest, for shortcomings all too real and some unfortunately imagined.

What made our novel enterprise possible, at bottom, were two things: the cooperative and adventurous spirit of students, alumni, administrators, and faculty; and the enlightened and tolerant patronage of two College deans, John Palfrey and David Truman, and an old-fashioned but wonderful College Alumni Association. Also, a University president, Grayson Kirk, whom we frequently infuriated but who had a curious faith in our new kind of academic journalism and never once moved to shut us up. The nation would benefit enormously if other colleges and universities would be equally willing to extend the borders of freedom of the press. I wish that other Columbia editor-writers will be similarly blessed.

We hope that CCT has been informative and useful as well as annoying and troublesome. Thank you for the pleasure—and the privilege—of your company.

C. C. KELLER



## Bad Taste

Please send me a copy of the color photograph on the cover of the latest edition of your magazine—without the writing which I find most distasteful.

Yours in revolutionary struggle,  
MARK RUDD  
New York, N.Y.

## Majority's Opinion

... Most notable in your coverage was the account of the campus reaction to last Spring's uprising. Other articles or books either totally neglected the actions and ideas of the majority, or wrote them off as insignificant.

Let me assure you that there are still many students who love Columbia and all she stands for, and will defend her against assaults, be they from outside or from within her walls. I saw many such students in action during those grim days last Spring. . . .

FRANK DANN  
New York, N.Y.

## Obsessed

The editors of CCT have produced, in the most recent issue, a drama that is as fascinating and as repugnant to me as were the Kennedy funerals and Truman Capote's *In Cold Blood*. I spent most of the night obsessively involved in the Columbia revolution. . . .

JAMES LARSON '55  
Toledo, Ohio

## Lies and Abuse

I thought the "Six Weeks That Shook Morningside" issue of CCT a contemptible production. It was journalistically one-sided, humanly mean, and morally obtuse. Almost any page of it could be analyzed for disingenuous selectivity of facts, tendentious repetition, and know-nothing rhetoric of abuse.

You had a fine opportunity to present a complex situation in depth. Instead you settled for brutish simplification, and even appeared to promote the whitewash of a derelict and degenerate administration.

Perhaps your strategy of evasion is appropriate. Perhaps this is the world as many alumni wish it to be. But someone ought to remind them that the barricades are already in position. And if it should come to such a pass, they ought to know what fault it was in them—and all of us—that put them up against the wall.

JOSEPH DUFFY '45  
Associate Professor of English  
Notre Dame, Indiana

## From Down Coast

If the outstanding features you did on Music, Architecture, Administration, and Sex didn't prompt me to write, your report, "Six Weeks . . ." did. . . . The report is simply journalism at its finest.

DANIEL ROSSIDES '50  
Boudoin College  
Brunswick, Maine

## The Best Piece

I believe the latest issue of CCT, dealing with the unrest last Spring, is one of the best pieces of literature I have ever read.

I was sure that no one could have gotten

all the facts, but you seem to have assembled a lot of information, which you presented in a very straightforward and unbiased way. There will be some, no doubt, who do not like the facts, and for that reason will criticize the article. I do not like what happened either, but I am grateful to you for telling the story that had to be told, and for putting the facts in such an interesting perspective. . . .

FRED ANDOO '41  
New York, N.Y.

## Anti-everything

... I turned eagerly to your magazine and was appalled at what I found there. After your pompous declaration of lack of bias . . . your description is so colored by the choice of adjectives and adverbs, so burdened with remarks we doubt ever got remarked (why are so many of them anonymous?), so obviously the line of administration apologies . . . that you lose any usability as an additional source (or a corrective) of information in a time of troubles.

There is a strong anti-semitic undertone in the piece, and an obvious bias against youth, intellectuals, poets, liberals, radicals, nonconformists, and blacks. This is clear in your juxtapositions, your labels (what is a "quasi-socialist" if Harold Taylor is one?), your irrelevant dwelling on costume (from Mark Rudd's "unironed shirt" in the first paragraph to Dwight MacDonald's lavender silk shirt on the last page), your obvious preference for form over content. . . .

GERALD WEALES '49  
Department of English  
University of Pennsylvania  
Philadelphia, Pa.

## Excessively Crude

The Spring 1968 issue of CCT has disappointed me profoundly. If CCT were an administration publication, the unremitting bias of your account of the events of last Spring would be understandable, if no less disturbing. But for an Alumni Association-sponsored publication to indulge in such crude propagandizing is outrageous.

The gratuitous and backhanded slurs scattered throughout the text read like a parody of *Time* magazine at its worst. I found the photo captions particularly glaring.

The money spent on producing and distributing your innuendoes could have been used to finance a mailing of the Cox Commission report to all alumni. . . . Yet, I have confidence that the alumni of Columbia will have no trouble perceiving the bias of your publication. If nothing else, the asinine cartoons give your game away.

LEONARD PACK '65  
New York, N.Y.

# Letters

## Told with Humor

My sincerest congratulations. . . . This is handsome reporting, impartial and revealing—and told with humor. I consider it an important document of our times. Though I may say it makes one happy that I went to the College back in those innocent and increasingly endearing 1920s.

COREY FORD '23  
Hanover, New Hampshire

## Sardonic?

Of all the reporting devoted to "the crisis," yours was the only to combine thoroughness, objectivity, and a necessary sardonic attitude toward the Ad Hoc [Faculty Committee's] antics.

HERB GRAFF '58  
Ridgefield, Connecticut

## Explosive Stuff

"Six Weeks That Shook Morningside" is a bomb, cover to cover (especially the red flag cover). You have moved into Jim Bishop country. Swell writing and editing. The best CCT issue ever!

Two minor flaws: those boxed non-poems, and the photo on pages 88-89 of the sun rising in the West. Ha!

CHARLES WAGNER '23  
New York, N.Y.

## Are the Chinese to Blame?

I found your special issue of the Columbia-SDS confrontation incredibly biased. Perhaps "stupid" is the word that is most unfair. One cannot remove a festering sore by calling it a bogey-man and babbling incantations against a supposed Chinese master-planner. SDS and its various associates can cause such major tie-ups precisely because they have a legitimate score point, one that has been disturbing



us all—the poisoning of our society by the prosecution of the war in Vietnam. . . .

CHARLES FREIFELD '62  
Dept. of Mathematics  
Northeastern University  
Boston, Massachusetts

### Serofulous

The recent issue of *CCT* confirms my suspicion that last Spring's charade was Communist inspired, led, controlled, and subservient. The very appellation of the SDS is a hoax; it would designate more appropriately Students for Destroying Society or Students for a Demagogic Society, since they are patently oblivious to the meaning of "democratic." Their totalitarian actions are demonstrated by the illegal seizure of buildings and accoutrements, the disregard for majority rule, the disdain for the rights, liberties, and pursuits of the remainder of society, in the use of force to secure personal aims and publicity, in the complete lack of integrity in bargaining, in the fabrication of phoney issues, and in the avowed pursuit of anarchy. . . .

With the fragmentation of some of the faculty into the scaly-eyed naive, the "liberal" concatinates, and the hand-wringing old women, I hope some students, faculty and administrators will emerge and demonstrate some sorely needed courage, loyalty, and leadership. We must always permit free discussion on a rational basis, but we must forestall and eliminate any repetition of the denigration of Columbia by this serofulous curpuck.

HENRY JUNEYMAN '33  
Purdys Station, N.Y.

### Whole Hog is Worse

To my mind there were no sound reasons for devoting an entire issue to the sad things that happened to Columbia in April-May, 1968. Nor are there any reasons for giving Mark Rudd any more publicity. He and his cohorts are a black mark on Columbia; the less said about them, the better. And what a cover! A red flag flying atop one of the historic buildings on campus!

It would have been better to extol those who are truly Columbians, that great silent majority. What happened to our athletic news, and our alumni data, which has always been such a vital part and interest of those associated with Columbia? This issue of *CCT* hits a mighty low mark in its journalistic endeavors.

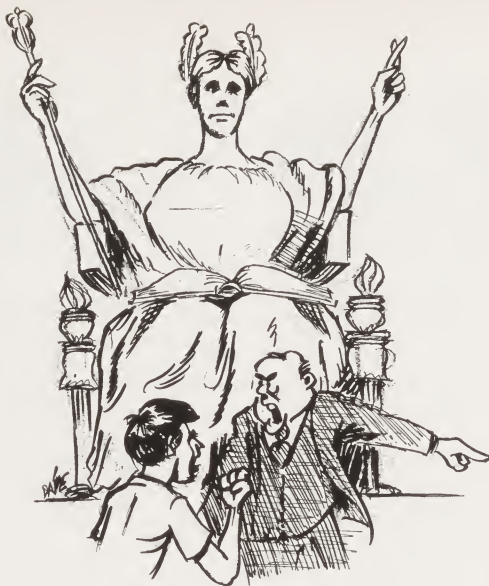
RICHARD MANHEIM '23  
Ridgewood, N.J.

### Too, Too Long

Why did it take the Columbia executives and faculty so long to act? Every Columbia alumnus I talked with last April asked agonizingly: "When are they going to do something? When are they going to get them out?" We alumni felt like the undergenerals of McCallan in the Civil War, hoping, sweating, and praying that some decision would be made. It seemed to us that any truck driver or janitor would know instantly what had to be done.

It all goes to show that Columbia's executives and faculty leaders cannot execute. Perhaps the Ph.D.'s should be left to their books.

R. A. ANTHONY '28  
Kingston, Pa.



### Meanwhile, in San Francisco

Considering the volumes of material, the abundant air time, and the television coverage of the Columbia uprising, *CCT*'s coverage is remarkably alone in its objectivity, its perceptive reporting, and its unemotional stance.

I had begun to think that it was impossible in this country of a free press and democracy to find the truth about Columbia's, or other colleges', student upheavals. . . . Your essay clearly states the facts that would enable any rational person to see . . . each side of the college disputes. Those who support the students seem to overlook the obvious leftist propaganda, the lack of reason, the nihilism, and the insincerity of the SDS-style dissidents. Those who staunchly support the college administration simply because it represents authority seem to overlook the obvious lack of foresight, the inability to cope with crises, and the cowardice with which many administrators abandon their principles and ideals when the going gets rough. . . .

Here in San Francisco . . . reporters rush around from one "source" to the next, gathering pieces of information and reporting them out of context until the public is neatly divided into supporters of the long-haired students or the tight-fisted officials. They see none of the issues. . . . I wish every American could be required to read your account in its entirety. The shock and education would be remarkable.

DAVID KARP '61  
San Francisco, California

### As We Read

The scope and fairness of your story is, in my opinion, without parallel in any of the current literature pertaining to student violence. . . .

I am not an alumnus . . . but please accept

my check . . . I feel privileged to contribute to a university which can handle its post-mortem on a difficult time with such intelligence.

RICHARD DAVIDSON  
Fountain Valley School  
Colorado Springs, Colo.

### In the Public Service

Your Spring 1968 issue is a service to Columbia, a great public service, and a monumental piece of reporting. If this is Columbia, there is hope!

However, it confirms the views I held that led me renege from the \$200 Million Capital Campaign.

It shows the Administration as angry but gutless, and devoid of every principle of academic management. It shows a certain element of the faculty as naive, if not just plain silly. . . . It shows the SDS and their fellow travelers as immature, childish, and badly brought up by their parents, but partly educated and dangerous.

Perhaps the acceptable reason for so much of the student unrest is the low emphasis on teaching today . . . I'm for trustworthy authority, style, excellence, ideals, morals, old-time virtues, and proper teaching. . . . When Columbia embraces them again, I shall help her.

CHARLES CHAVE '27  
Wellesley, Mass.

### A Primer for Revolution

I have just finished reading your Spring issue and I'm "shook"! A more educating, eye-opening piece of writing on Columbia and its recent tumult would be impossible to find. . . . For many of us concerned with the future of higher education, your insights can serve as a primer on student revolutionists and on



the need to examine our own structures.

C. BRUCE ROSSITER  
Randolph-Macon Women's College  
Lynchburg, Virginia

### Mistaken Identity

You state on page 50 that I and two other members of the Columbia University Student Council appeared before the Ad Hoc Faculty Committee to represent the position of a coalition of student leaders, during the course of which we were "embarrassed" by faculty questions, "refused to answer directly," and "left, not having distinguished themselves on the student Council in front of the faculty."

This depiction of the Council's lack of influence seems inconsistent with CCT's following paragraph ("Nevertheless, the appearance of the leftist student leaders served to kick off a stampede toward a vote for amnesty."); and it is contrary to all accounts that I have heard of the meeting. I could be wrong, of course, for contrary to your report, I never attended that meeting, and thus I have no first hand knowledge.

PETER BIERSTEDT '65, '69 Law  
New York, N.Y.

### Misleading Quote

In your recent issue, you quote me in a caption underneath a photograph on page 36 as reflecting: "Our faculty group was rising above principle to expediency. We acted like value-free mediators in a labor dispute."

Your use of the first person plural pronouns here is inappropriate and possibly misleading. I was not a member of the Ad Hoc Faculty group, and I intended my comment to be sarcastic rather than (as you inadvertently might convey to some readers) a laudatory judgment of its performance. . . .

JOSEPH ROTHSCHILD '52  
Professor of Government  
Columbia University

### Dangerous Difference

At the top of page 63, you refer to the Monday night, April 29, meeting of the Ad Hoc group. The group's Steering Committee did not propose that Governor Rockefeller "negotiate," but that he *arbitrate*—a profound difference. After debate was cut off . . . I rose. In a rather louder, and more aggressive manner than is common for me, I insisted on "personal privilege" (I was the president

of the local AAUP). I argued that for a private institution to call upon a *political* authority to *arbitrate* was a move with grave implications. For a faculty to invite such outside decision-making would be, I felt, very dangerous as a precedent . . . The resolution was voted down. The next vote, inviting Mayor Lindsay to try his hand at *negotiation*, did, I believe, get a majority.

C. LOWELL HARRISS  
Professor of Economics  
Columbia University

### WKCR Alumni

. . . I was encouraged to learn that WKCR, which I and several friends carried physically from its old home in Hamilton Hall annex to the new Ferris Booth studios a few years ago, apparently held up the banner of responsible journalism when *Spectator* lost its grip.

JAMES BRYMER '61  
Grand Forks, North Dakota

### Commitment vs. Observance

Your special report on "Six Weeks That Shook Morningside" is unquestionably the best account written of those 42 traumatic days. Regrettably, however, I would like to submit one critical note.

On page 15, you assert that many SDS adherents were Jewish, while on page 60 the Majority Coalition leaders were described as Roman Catholics. While this contrast is factually correct, it is misleading and superficial. I feel sure that the Majority Coalition leaders were religiously involved to a far greater degree than the SDS people.

The point . . . is that students with firm religious commitments are unlikely to engage in the nihilist activities of SDS. Both religious Jews and religious Catholics were most probably significantly underrepresented among those students who would destroy Columbia. I think it is a student's religious commitment and observance, not his religion *per se*, that is important when making religious characteristics of various campus groups.

JOEL ABRAMSON '64  
Far Rockaway, N.Y.

### Epistemological

How did you come to the conclusion that the majority of the SDS students are Jewish? By looking at them? Or did you check the names of the members? . . .

I think it hardly behooves a Christian to talk about any other religion. Christianity has the worst name in history—for murder, plunder, rape, and savagery. The Nazis were the living proof of it. Added proof is that the Pope and the Nazis got along so well.

HERBERT KLEIN  
Jamaica, N.Y.

### Sensitivity Training

I have read your "Six Weeks . . ." with a great deal of interest and admiration . . . I would only take exception myself to your statement on page 15 that, "Nearly all the leaders and many of the members of Columbia's SDS chapter are of Jewish faith." Surely not of Jewish *faith*. You should have simply called them Jews. That would be a statement of an obvious fact. As a Jew myself, I

know how sensitive Jews are when anyone points out that they are not all perfect, that there are actually some bad Jews in the world. But if that is an expression of anti-semitism, let the objectors make the most of it. In my opinion, such objections simply create anti-semitism.

I read your article after reading the whole of the Cox report. I find yours the more persuasive document of the two.

ALFRED A. KNOFF '12  
New York, N.Y.

### Smear Job

I have recently read a column by Murray Kempton, which followed hard upon the complaint of lawyer-politician Paul O'Dwyer to the City's Human Rights Commission that the last issue of your magazine was "anti-semitic." The column is a disgrace.

I am aghast at Mr. Kempton's McCarthy-like attempt to smear Columbia, your magazine, and you. Anti-semitism is evil and dangerous, but a reckless and unfounded charge of anti-semitism is equally evil and dangerous. . . .

It is a fact, as you mentioned, that many in the SDS group were from Jewish, upper-middle class backgrounds. His outrage at your reporting this information seems strange since his own newspaper, the *New York Post*, the *New York Times*, and a number of magazines, had reported the same information earlier. Maybe Mr. Kempton's point is that sociological background is unimportant to an important news story. But this seems quite unlikely, as Mr. Kempton's own past writings amply testify.

Paul O'Dwyer . . . is a personal friend of Murray Kempton. Fair enough, but Mr. O'Dwyer's law firm, by a strange coincidence, is the one handling the cases of some SDS students. . . .

WILLIAM D. SMITH '57  
New York, N.Y.

### Demagoguery

I want to congratulate you on the splendid job of reporting on the Columbia crisis. It was certainly the best thing on the subject that I have read. There is no question that







your opinions were strongly stated, but no good reporting can be anything else than a combination of careful research and strong opinions.

I never imagined that the demagoguery of Mr. Paul O'Dwyer would result in anything more serious than the press notices he sought. I'm sure you know that you have the support of many concerned alumni. . . .

BARRY AUGENBRAUN '60  
New York, N.Y.

### He Was There

I was shocked to read in a recent *Columbia Daily Spectator* that a small group of faculty members has urged Dean Carl Hovde to disavow the last issue of your publication. I consider the allegations against you wholly specious and unfounded. . . .

I was active on campus last Spring and I attended many of the meetings and rallies which you described, including those of the Ad Hoc Faculty Committee. To the best of my memory, your accounts of what was said and by whom accurate and precise. I am not aware of any misrepresentation of viewpoints, or any misattribution. . . .

It was clear in reading your magazine where your own sentiments lay, but I think you were fair in summarizing the doctrines and aspirations of the SDS students and their allies. If your publication is suppressed or withdrawn . . . it will only serve to confirm my suspicions that Columbia is rapidly ceasing to be a center of free and unrestrained presentation of competing viewpoints.

ROBERT HESSEN  
Assistant Professor  
Columbia Graduate School of  
Business

### Old Grad Stuff

It is regrettable that *CCT*, in its coverage of the campus crisis last Spring should have seen fit to pander to the sensibilities of what can only be described as "the old grad mentality," rather than provide a more well-considered and better-balanced interpretation.

Mr. Keller, in his unilateral pronouncement on the matter, would have one believe that the entire episode might better be relegated to the "boys will be boys" category. But those of us who were witness to the brutality of the police, to the incredible unresponsiveness of the Columbia bureaucracy, were—despite the often grating dogmatism of the radical left—eventually made to realize that the *malaise* on Morningside was of a much more serious nature. . . .

Let me close by congratulating my "fellow alumnus," Stanley Wyatt '43, for his "art work"—outstandingly offensive, and in singularly poor taste.

The times, they are a-changin', Mr. Keller.  
E. PHILIP SHOPOFF '66  
Brooklyn, N.Y.

### Just As In Japan

Few periodicals can keep me excitedly reading and taking notes the way the latest issue of *CCT* did for two nights. . . .

Having been a graduate student at a Japanese university the year before last, I followed the incredible drama of last Spring with haunted eyes. There were the same fanatical student leaders; the initially apathetic mass of other students; the same split among the faculty's conservative and liberal wings; the barrage of Marxist and anarchist-based charges against the existing society and the tying of the university's policies to those of the hated capitalist-imperialist government; the same efforts by the strikers to

sow confusion and produce headlines to advance their cause; the desperate attempts to incite the police to attack . . . ; the post-strike nightmare when the leftists summon aid from the other universities and from the bowels of the city. . . .

I send deep gratitude for your masterpiece of compilation and brilliant analysis of this watershed in contemporary educational history.

EDWARD LAWTON, JR., '43  
Easthampton, Massachusetts

### A Real Reunion Needed

As one who has had 50 years of uninterrupted connection with Columbia, I wish to express my congratulations for a superlatively well done issue about last Spring's troubles, which I witnessed personally. It presents the problems . . . with extreme fairness and objective judgment. Your issue underscores the weakness of the administrators in allowing the situation to develop as it did; but you also with equal fairness, blame the minority of students for their rebellious conduct. . . .

I fervently pray that we now put aside all recrimination and blame, and instead join forces to restore this institution to its former greatness. Let us all—students, professors, and alumni—unite to achieve a better Columbia.

HOWARD MARRARO '23  
Professor Emeritus of Italian  
Columbia University





## Around the Quads

### Restructuring

Perhaps the favorite indoor sport at Morningside this past year has been "restructuring" Columbia University. The players are several hundred students, dozens of professors, and a handful of administrators and Trustees who want to alter the way policy is made at Columbia. The players are sincere; a few are fervid. There is much talk of "control," very little of initiative or finances.

The emphasis has been on redistributing the *existing* power and programs rather than on devising new procedures for growth and new ways to meet the novel place and pace of higher education. Thus, while the game seems a bit radical, it may not be very progressive. In fact, some faculty members, students, and alumni have expressed the view that it may stifle bold innovations.

The first round of the game is over. On May 13, the Trustees ratified plans for a University Senate, a powerful new legislative body that will decide many of the major matters at Columbia from now on.

The University Senate is the creation of the hard-working Executive Committee of the Faculty, a 21-man body established in a landmark faculty meeting on May 5, 1968. Their plan was rewritten eight times before being approved in a campus referendum. In the mail referendum, in which 8,420 students and faculty (out of 19,500) voted, 5,791 or 42 per cent of the students, 407, or 44 per cent of the junior faculty, and 354, or 64 per cent of the senior tenured faculty, voted their approval of the Senate. (The proposal needed 40 per cent of the 19,500 to accept it. It got 43.6 per cent.)

The University Senate as finally adopted is largely a political compromise. Leaders of the liberal-leftist Students for a Restructured University, such as Neal Hurwitz '66, were vociferously egalitarian, anti-administration, and even anti-leadership. They argued for a legislature of 100 members, half students and half faculty—and no administrators. Policy would be made through legislative committees, with the University president, vice president and others being obedient

servants. On the other hand, the Administration proposal of Professor Herbert Deane '42, former vice provost, and the proposal of the Trustees' committee, led by Alan Temple '17, while both encouraging greater faculty direction and student participation in decision-making, preferred a *faculty* Senate, a trimmed but still strong executive, and a powerful student voice in curriculum, student activities, and social and residential rules. (See pages 10-11 for a table of the proposals.)

At first Law Professor Frank Grad, head of the Executive Committee's project on University restructuring, seemed to lean toward the SRU notions. But by late fall he acknowledged that the University cannot do without a strong center, that the better administrators were "the best and most broadly informal group on campus," and that University leaders probably needed to have considerable decision-making prerogatives to be effective.

The 101-person University Senate, which replaced the faculty-administrator University Council of 70 on May 28, has 42 senior faculty, 15 junior

faculty, 21 students, 9 central administrators, 6 men from the University's affiliates, like Barnard, 2 alumni, 2 junior administrators, 2 research associates, and 2 library delegates. It's *that* kind of compromise. The trustees found that the deans had been left off the Senate, so in approving the Senate plan they specified that the deans of the College and of the Graduate Faculties, at least, must be members *ex officio*.

The Senate, at its first meeting this May, elected Carpentier Professor of Oriental Studies W. Theodore de Bary '41 as the chairman of its 11-man executive committee.

### Protesting the Protestors

What ever happened to the protestors of last spring? And what's happened to those who have continued to disrupt?

At the beginning of the college year, acting president Andrew Cordier and the Board of Trustees decided to exercise "executive clemency." Dr. Cordier lifted the suspensions of 42 students involved in the second occupation of Hamilton Hall, making them eligible to apply for readmission, provided they would recognize the legitimacy of Uni-

versity regulations in the future. Twenty-nine students, including Mark Rudd, refused to be considered for readmission and chose suspension. Cordier also asked the courts, through Law Dean William Warren, to drop charges of criminal trespass for Columbia students—but not outsiders—promising that Columbia itself would "deal with the infractions." The courts obliged.

Then, newly established disciplinary tribunals in certain schools of the University stalled or balked at giving more than mild rebukes. About 290 students had been given some penalties, mostly disciplinary probation, by February 1, but 179 cases were still pending. In the College 60 students were given "suspended sentences" of disciplinary probation—a penalty that doesn't exist in the University's disciplinary rules. The tribunal frankly admitted, "Our function is far less that of judging those who appear before us than of re-establishing their relationship to the University." While nothing as strange as "suspended sentences" were handed down in other University divisions, the Graduate School of Arts exonerated seven students while the Engineering School heard five students *collectively*, another departure from the University's regular, unbroken practice of *individual* hearings.

Given the goulash of disciplinary rulings, the Joint Committee on Disciplinary Affairs, the student-faculty-administration judicial review board, decided on February 4 to cancel all punishments and halt all disciplinary hearings of those involved in last spring's upheaval in the interest of fairness.

The move seemed to be amnesty, especially to numerous alumni. SDS even congratulated the JCDA in a written statement. But Professor of Art History Howard McP. Davis, chairman of JCDA, said, "For nine months the students had the charges hanging over their heads. The effect was a *de facto* probation, we felt." Had Columbia defaulted on its promise to the courts? Professor Davis hoped it would not be interpreted that way.

Dr. Cordier approved of the move, but expressed the hope that the JCDA would "press its efforts in working with the tribunals toward a more uniform understanding and application of the rules."

### This Year

It was not a banner year for the radical leftists. A band of them, between 30 and 80 in number at various times, sometimes led by Lewis Cole '68 or Juan Gonzalez '68 took over residence hall lounges, crashed certain faculty and alumni meetings and sent a few students or non-students to interrupt 40 to 50 classes over the year in an effort to stimulate others into recognizing the need for "revolution." But, as the student radicals split into SDS guerilla and Progressive Labor Party factions and became more free-wheeling, a backlash developed on campus.

SDS found diminishing student support for their escapades, and a great majority of the faculty grew weary of tolerating their assaults. Led by Seth Low Professor of History Fritz Stern '46, Woodberry Professor of English Lionel Trilling '25, and having the support of such faculty notables as Jacques Barzun '27, Charles Frankel '37, Fred Friendly, Richard Hofstadter, Donald Keene '42, Robert Merton, Ernest Nagel, and Meyer Schapiro '24, 35 faculty members issued a statement defending academic freedom and condemning "the extravagances of senseless violence and confrontation politics." The statement was signed by 800 of Columbia's 2,000 faculty members, although many of the younger instructors and several of the more liberal professors, including 9 of the 21 Executive Committee members, refused to sign it.

Said Professor Stern in a separate statement to the press: "The outside world will not forever put up with the present disruptions on campuses. . . . The universities may well be caught in the crossfire of rebellious students and reactionary politicians. . . . The campus community must seek means to protect itself. We know that nothing is more pernicious to the life of a society than the passivity of its moderate majority."

(A Gallup poll this March found that 82 per cent of America's adults, including 71 per cent of those between 21 and 29 years of age, think that college students who break laws should be expelled. A survey of over 243,000 freshmen on 358 campuses by the American Council on Education disclosed that 54.5 per cent believe that universities have been "too lax with



Dean Carl Houde '50 and his wife Jane at a reception. The College's dean almost got left off the University Senate.

Hugh Rogers





Professors deBary, Stern, Hofstadter, and Deane (left to right), along with other leading faculty, issued a statement in early February, defending academic freedom and "condemning confrontation politics."

student disorders." Many states and the Federal government have begun trimming higher education appropriations and discussing new legislation to punish campus violence and seizures.)

On April 17, when SDS-led demonstrators smashed into Philosophy Hall through a crowd of anti-protest students, spraying two of them with a chemical irritant, University officials had a new weapon: a court-issued temporary restraining order. The students and outsiders left angrily after five hours of occupation. On Wednesday, April 30, still hoping to repeat their 1968 revolution, SDS rebels seized Mathematics and Fayerweather again, some wearing masks like stagecoach robbers of the old West to avoid being identified. In front of Fayerweather they struck two government professors, James Young and Harvey Mansfield. (Curiously, no official or professor and no liberal group was willing to criticize the beatings, though many administrators and faculty were outraged. President Cordier, Dean Hovde, the Faculty's Executive Committee, the American Association of University Professors, the American Civil Liberties Union all kept publicly silent.)

That night, the 30 persons in Math and 50 persons in Fayerweather, mostly students or ex-students, were read a show cause order issued by Judge Edward McAffrey. It ordered Juan Gonzalez '68, Henry Gehman '71 and

"Richard Roes, one to 100" to show cause why they should not be held in contempt of court. The next day, when the hearing was held, none of the SDS members appeared, and an order was issued for their arrest. The SDS quickly fled their "liberated territory." Subsequently, eight SDS members surrendered to the city sheriffs and later received fines of \$100 and 30-day jail terms.

SDS spokesmen speaking from the Sundial on May 1, May Day, still proclaimed their cause just, but admitted that they had suffered a "setback" so damaging that only a "long struggle" would be able to erase its effects.

## No Black Humor

One Negro junior in the College told us that he believed in "cooperation, not confrontation." That has been the approach of nearly all parties at Morningside this year on "the black situation," though there was one disruptive protest and the cooperation at times has been grudging.

Never before has Columbia made such a strong effort to abolish all traces of neglect of the blacks and to aid the black movement. Both President Cordier and College Dean Hovde have been meeting almost weekly with black students all year, and several new projects are underway.

The College began a one-semester Afro-American history course this spring with history instructor Eric Foner '63, a white, teaching. It drew 152 registrants, about 50 of whom were black. The course disappointed many of those enrolled, though, because 300 years of complicated history could not be packed in an 18-week semester. Also, a number of blacks were angry that the instructor was white.

The College has been laboring to assemble an excellent undergraduate academic program in Afro-American studies—one that would not be merely "give history," as one black student labeled the Afro-American studies explosion. Led by Professor Graham Irwin, an authority on African history, the program, it is hoped, will eventually include a second-year Contemporary Civilizations course in black affairs and an Afro-American studies major in the College with strong lan-

SDS-led pickets demonstrated in front of Hamilton Hall, unsuccessfully attempting to kick off another student strike.

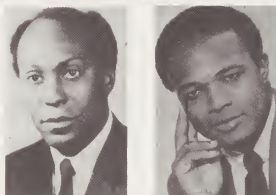


guage requirements. Only the CC course will be introduced this coming fall. If some sort of adequate program is to be implemented, according to Dr. Irwin, a soft-spoken white native of Australia, Columbia would have to seek new teachers of such subjects as black literature, black religion and black music, as well as an expert on Caribbean ethnic history.

Columbia has been recruiting black professors, deans, and instructors fiercely. Black scholars are currently as rare as brilliant political leaders, and twice as sought after, but the University has gained several prizes. Among them: Charles Hamilton, chairman of Roosevelt University's (Chicago) political science department and co-author with Stokely Carmichael of the best-selling book *Black Power*; Hollis Lynch, chairman of the black studies department at S.U.N.Y. at Buffalo; and John Oliver Killens, noted novelist and essayist.

In the College admissions program, where Columbia has recruited blacks actively for seven years, even greater efforts were made this year. Using black undergraduates on several admissions trips, Director John Wellington '57 and his staff increased the number of applications from 121 last year to 225 this year. Of these, 130 were accepted—after being screened in many cases by black students and outsiders, as well as the College's admissions staff—and 51 are coming to Morningside. In addition, a second black has been added to the College's admissions and Dean's office. He is Melvin Burwell, a former guidance counselor in New Jersey, who will specialize in minority recruiting and counseling. Also, a summer pre-college program at Camp Columbia has been set up to assist up to 20 incoming freshmen from minorities, without charge, who desire better academic preparation.

Then there were such things as a student-run and Urban Center-funded series of lectures, movies and discussions called the Forum, which brought many notable blacks to campus in an effort to introduce more students to black viewpoints and black culture; the Urban Center's \$80,000 survey of Columbia's entire curriculum to remedy any outstanding deficiencies of courses and content; and a Columbia Univer-



*Above: Student Afro-American Society leader Cicero Wilson '70 (speaking) explained to a noontime crowd why a group of blacks had seized the College's admissions office on Monday, April 14. Political scientist Charles Hamilton (far left), and historian Hollis Lynch (near left) will join the faculty at Morningside.*

sity-CBS television series called "Black Heritage," which was a 108-program morning classroom-style series primarily for blacks. The TV show was almost entirely black-designed and black-run; it even had black staff, black technicians, and a black public relations firm to hallyhoo the series. (Reaction to the show was generally favorable, and it is being re-run in 100 cities; NAACP executive secretary Roy Wilkins, though, attacked the show's content as "racism in reverse.")

Despite these and other efforts, some students in the Student Afro-American Society, or SAS, continue to assert that "the University has systematically excluded the history and culture and political theories of Black Americans from its curriculum." Ray Brown '69, an SAS leader, has said, "This faculty has been opportunistic and racist."

Brown and classmate Cicero Wilson '70, the SAS chairman, and several others have thus been pushing for an "interim board" at Columbia. It would consist of 25 "outside experts" chosen exclusively by Columbia's black stu-

dents and faculty, and would have the autonomous power to hire faculty, create course and programs, and "institute structures needed to fulfill the research, instructional, and cultural needs of black people." Why outside persons? "Because," says Ray Brown, "no one on campus satisfies us in terms of his knowledge of the black experience." So far, Dr. Cordier has agreed to the idea of some sort of outside board but refuses to cede it any final decision-making powers. Many faculty members disapprove of separate black courses and deny the right of anyone except themselves to hire and fire faculty at Columbia.

To complicate matters further, the black students themselves seem to be splitting into factions and failing to deliver fully on some of their undertakings. For example, this year a group of black students, many of them freshmen, agreed to help the admissions office recruit additional black students. (The College's staff has anxiously sought such help for several years.)

*(Continued on Page 12)*

# Restructuring Columbia: A

Last spring, Columbia's students, faculty, and some of her administrators decided that the University needed "restructuring"—that new legislative and judicial bodies would be created, new lines of power established. It took almost a year

for them to agree on who the new decision-makers should be. A University Senate was established this May, based almost wholly on a plan drafted by the faculty Executive Committee. Other limited proposals came from Vice-Provost Herbert A.

	Senate	Dr. Deane	Alumni
<b>SENATE Size, number of houses</b>	101 members; unicameral Senate; senator must be elected by 40% of his electorate.	All faculty sit on General Assembly; Senate elected, with 50-100 members, provides for 12-man faculty council similar to Executive Committee.	No plan.
<b>Representation</b>	Faculty—58 seats; Students—21 seats; Administration—7 seats; Affiliated institutions—6 seats; Other groups—8 seats; two deans sit ex officio; two-year terms.	Two-thirds elected by respective faculties; rest at-large. Serve three-year staggered terms; recall not specified.	No plan.
<b>Powers</b>	Assumes powers of the University Council and Joint Committee of Faculties. Will be policy-making body considering "all matters of University-wide concern and all matters affecting more than one faculty or school." Has watchdog review over budget; establishes select committees for review and policy, with Executive Committee most influential.	Assembly is discussion forum, also elects part of Senate. Senate elects rule making, judicial tribunals; recommends Trustee action in several areas, including research funds, curriculum, University master planning; Council advises President and Provost on budget. Plan provides for parallel bodies in schools & faculties.	No plan.
<b>TRUSTEES Selection</b>	Senate elects 6 of 24 Trustees to 6-year terms.	No specific proposal.	Would add student, faculty, alumni-nominated men to body, all for 6-year terms, to make Trustees more representative.
<b>Powers</b>	Give concurrence to Senate actions requiring Trustee approval under charter of 1810.	No specific proposal; working partnership outlined generally.	Would revise College Council, making it "Board of Trustees" for College, with independent "board of visitors" to review & evaluate College.
<b>ADMINISTRATION Selection, Powers</b>	No specific proposal; Senate executive committee to act in liaison with administration, help select some senior administrators; Senate becomes dominant planning and rule-making body.	Would retain strong administration, with Senate in advisory, evaluative role. Small, divisional faculty-student "Senates" would play strong role with deans.	No plan.
<b>STUDENTS Powers</b>	Each division of University has student Senate representation; students sit on all Senate committees.	Argues for student organizations parallel to faculty groups. Students to evaluate courses, consult with faculty on departmental matters; form student associations in each division to channel opinion on divisional matters; run student activities; share responsibility for discipline.	Would increase student representation on Trustee, College committees.

## Discipline: Swift Kicks or Slaps on Wrists?

PERMANENT RULES OF CONDUCT are now being drafted by a University-wide student-faculty-administration panel. Panel has been working since early November and expects a finished code by the end of the summer.

TRIPARTITE DISCIPLINARY TRIBUNALS are favored in Dr. Deane's proposals. These panels would determine guilt by "reasonable weight of evidence" rather than guilt beyond reasonable doubt. Penalties would

range from warning through expulsion, but Deans would retain authority to mete penalties; tribunals could only recommend maximum punishments. A University-wide appeal board would be set up.

A STUDENT BILL OF RIGHTS has been suggested by the Joint College Commission to guarantee rights of privacy and due process. Also urged: student-faculty tribunals with power to impose punishments, and more flexible rules for suspending students.

PROVISIONS for "EXECUTIVE ACTION" to "protect the University from mass disorders and . . . other emergencies" are seen as imperative by the Special Committee of the Trustees. The University did seek court injunctions against SDS leaders for a series of disruptions staged in late April. Earlier, the University cancelled punishments handed down to students involved in last year's protest, and sought court leniency for many of these same people. See Page 7.



# Guide Through the Thicket

Deane '42; the Alumni Association Committee on University Structure, chaired by Victor Futter '39; the Special Committee of the Trustees, led by Alan Temple '17; the liberal-leftist Students for a Restructured University; and the student-fac-

ulty Joint College Commission. The tables below briefly summarize the new Senate structure, comparing it to the other plans that have been in the air, and outline some disciplinary and curricular proposals.

Trustee's Committee	SRU	Joint College Commission
No specific plan; says restructuring should "specify clearly" faculty responsibility, provide executive and legislative organs.	Student-faculty Joint Legislature with 100 members, elected directly.	No proposal. Would establish 18-man student Executive Board, elected by College students, to serve as College student government.
No specific plan.	50 students, 50 faculty; 12-month terms, subject to recall.	No proposal. Does ask 25% of representation on any University-wide body because of College's "substantially greater interest in the promulgation of University-wide rules."
Praises faculty role in planning, "resolution of differences between . . . faculty and administration in . . . budgeting," responsibility for selecting key administrators. But says restructuring will "specify clearly the range of faculty responsibilities [and] provide appropriate legislative and executive organs . . . to discharge those responsibilities effectively."	Final authority in all University matters; final appeal and discipline body. Takes power to change University statutes; supervises administration.	No proposal. College Executive Board would represent College to University; regulate student activities, housing. Students would sit on Academic Affairs Committee; help set administration policies; share discipline responsibilities; participate in choice of Dean.
No specific plan. Says only that Trustees are "subject to restudy equally with all other parts of the University."	Elected alternately, as vacancies occur, by all alumni, all members of University community, to 6-year terms; subject to recall.	No proposal.
No specific plan.	Would become rubber stamp for Joint Legislature.	No proposal.
Notes "overburdened and understaffed" central administration, with "important vacancies." But says it can make no recommendations. Organization of administration is "subject for review."	All administrators chosen by Joint Legislature; administration becomes civil servant for legislature; President elected to 5-year term, can be impeached, becomes figurehead, fund raiser; Provost elected to 3-year term, becomes central administration coordinator.	College deans and associate deans elected from faculty. Dean elected to 3-year term, which can be renewed.
States that students "should participate actively in shaping their own education." Should have role in decision making in such areas as living conditions, discipline, curriculum, career planning.	Students share decision-making powers equally with faculty at all levels, from departments to Joint Legislature.	Student body of College could engage in "participatory democracy," since Executive Board must hold open meetings, and any student can participate (but not vote) in proceedings. Student referendums can override any Executive Board decision or action; entire student body can be convened for meeting by 10% of students.

## Curriculum: The End of Learning as We Know It?

HIGH PRESSURE INSTITUTES cutting across traditional disciplines, lasting about eight weeks, separated by 8-week independent study periods, replacing standard curriculum by 1970-71 academic year, are proposed by Prof. of Public Law Alan Westin.

A "FREE DEPARTMENT" for experimental or inter-disciplinary courses in each University division has been proposed by SRU.

A FRESHMAN TUTORIAL SYSTEM, more

senior faculty teaching CC and Humanities, a liberalized foreign language requirement, a revised physical education requirement, plans for comprehensive senior-year exams, extended pass-fail options, and two years of independent study for credit are some of the curriculum reforms suggested by the Joint College Commission.

"AFRO-AMERICAN CIVILIZATIONS," a second-year CC course, will be added to the College curriculum next year, complement-

ing an existing one-year course in Negro history and nine other College courses dealing with black history and art. Under serious discussion is a plan for either an inter-disciplinary major or a department of black studies. College's black students demand autonomous review board to oversee black studies curriculum. Soon to be released: a University-wide study of how "the black experience" can best be added to the entire Columbia curriculum. See Page 9.

While some of the black students made extraordinary efforts, others failed to meet deadlines and carry out assignments. Henry Gaines '71, the black student in charge of the recruiting help, would not discuss the program.

Just before all the admissions letters of acceptance or rejection were to be sent out, 16 black students seized the College's admissions office, barricaded themselves inside, and embargoed the admissions notices. That was Monday, April 14. The 16 dissidents suddenly demanded a *separate* admissions board to judge the black and Hispanic applicants. Dean Hovde literally talked himself hoarse in 42 hours of negotiations—to no avail. The University then threatened to serve a State Supreme Court-issued restraining order on them. The small black group walked out, and the letters went out on schedule.

Why the sudden sit-in? Some observers, black and white, believe that the move was a power play by Leon Denmark '71, the militant sit-in leader, to become SAS president. Others felt that some black students, having no trust in any white reforms or decisions, believe that only strident public action brings real gains for the blacks.

The increasingly militant style of some of the SAS politics led about 20 of the black students to form a new group, Concerned Black Students. Said Frank Motley '69 from Toronto, Canada, CBS's leader, "Some people think that black people are monolithic. We established to show that the views of SAS are not the views of all black students." Another black student, Oliver Henry '69, a government major from Evanston, Illinois, has threatened court action if any black students program is set up at Columbia "on a racial basis." Says Henry, "Segregation by blacks is as bad as segregation by whites."

Meanwhile, another problem is looming. Over one-third of the 110 black students in the College are in academic trouble. Filled with moral awareness, new pride, and a burning desire to help their fellow blacks, an increasing number may be neglecting to prepare themselves intellectually for tomorrow's tasks.

## Goodbye to NROTC

Columbia's Navy Reserve Officers Training Corps unit, dating back to



Naval ROTC student and undergraduate on Broadway and College Walk in 1919.

Columbiana Collection

World War I and one of the nation's oldest, is to be phased out at Morning-side by 1972. The Navy program, which has been frequently criticized by left-wing students heavily studied and recently revised, was asked to pack up by the Trustees this mid-May.

For decades the College has turned out about 25 Navy officers a year, about one-third of whom made the military their career. In 1966 a student Academic Affairs Committee report, written by Charles Jurist '66, resulted in a faculty-led reform of the College's NROTC program with tougher courses, more civilian instruction, less "nuts and bolts" information and more theory and history, and required work in such fields as computer science. Military pomp and cadet uniforms were abolished. The Columbia student-sparked report was regarded as so reasoned that

it became the basis of a *national* NROTC reform effort.

But this year, fear of the growing power of the U.S. military and opposition to the Vietnam war caused radical and liberal critics to demand that military programs on campus be done away with *entirely*. Columbia had a faculty-student-administration committee, led by Government professor Harvey Mansfield, study NROTC again. The Committee recommended that NROTC stay on campus but that its Navy instructors not be given faculty status unless they met normal faculty standards, that NROTC courses not receive degree credit unless they were also offered by a regular department, and that the University give the unit no free space. The committee's recommendations would have violated existing legislation concerning the NROTC,



Columbia midshipman and undergraduate in front of Furnald Hall in 1965.

David Friedman

however, so the Trustees decided on May 13 to banish the NROTC altogether. No new midshipmen will be accepted this fall, and all signs of the U.S. Navy on Morningside will thus be gone by graduation, 1972.

A key proposition of Charles Jurrist's student committee was, according to Jurrist, now a Yale Law student, "The more you dislike militarism, the more you should scrutinize its growth, operations, and policies carefully, and the more you should support a quality, liberal ROTC to hold the military academy people in check." But military historian Trumbull Higgins, who has tried to convince such places as Berkeley, N.Y.U. and Columbia that they ought to take military history more seriously, said to us this spring, "Militarism today is what sex was to the 19th century. Nearly all the intellec-

tuals are quick to attack it and shun it; few are willing to study it and criticize it. It's a fact of life like art or politics."

### Glitter but No Gold

The financial problems of the University, like those of other major universities, continue to mount. The unofficial deficit for this academic year, 1968-69, is over \$6.5 million. To cut the deficit, Columbia sold a piece of its real estate this spring for roughly \$3.5 million, thus reducing the debt to \$3 million. The projected deficit for next year is a whopping \$10.1 million. How that will be met is everyone's fear. The biggest factors for the swelling costs are faculty salaries, which keep increasing at an average of nearly 8 per cent a year.

Columbia has been forced, there-

fore, to raise its annual tuition for 1969-70 to \$2,300, up from \$2,100. The new tuition is comparable to that of the other Ivy colleges.

The Capital Campaign to raise \$200 million by the end of 1969 had reached \$126,000,000 by June 1, 1969. Hampered in part by the campus upheavals, however, the Campaign may have a tough time achieving its goal.

### Rhodes Scholar

This year the College has a Rhodes Scholar—Richard Glen Menaker, son of Edward Menaker '38. One of the nation's 32 recipients, young Menaker, a native of Waynesboro, Virginia, has had a busy and remarkable career in College. He was a member of the tennis team, the Columbia Band, an officer of the Undergraduate Dormitory Council, and the Senior Society of Nacoms, in addition to being a scholarly American history major.

### Coed Dormitories

The College's residence halls, which already are the only ones in the Ivy League whose residents can entertain female guests at any time, may be going coed.

On Sunday, March 9, nearly 100 Barnard girls, overnight bags in hand and clean bedding over their shoulders, moved into several rooms in Furnald and Carman Hall for two days to protest the continued segregation of the sexes. The men doubled up in other rooms, welcoming the girls cheerfully. The College's new dean, Carl Hovde '50, has been sympathetic to the idea of coed housing. "The only question is how we should go about it," he said. He pointed out that Columbia Medical School's Bard Hall has been a successful coed dormitory for 18 years, though he acknowledged that medical students were older. (The College of Physicians and Surgeons has only a handful of women.)

The pressure for coed housing comes at a time when the University has finally decided to spruce up the College's ancient dorms and to eliminate much of the crowded doubling up. Next year, 220 rooms will be converted from doubles to more luxurious singles—at a net loss in rents of \$22,720. And 29 carpeted floor lounges will be carved out of rentable space at another \$37,000 loss in income. The residence halls are





*Dorm room adornments in Hartley Hall. Soon the College's residence halls may be coed.*

*Chemistry professor Ronald Breslow lecturing to his class. In recent years the number of science majors has declined, while social studies are booming.*



a self-sustaining operation, but the Trustees have appropriated \$287,000 extra to bring new glamor to the turn-of-the-century rooms.

Harris Schwartz '59, incidentally, has returned to Columbia to replace James Nugent '48 as director of the University's residence halls.

### **Fraternity Surprise**

For several years, Columbia's 19 fraternities have been losing devotees. Only 16 per cent of the College's 2,700 students are now Greeks. But this year 145 students in the freshman class, or 20 per cent, pledged. (Last year the total was 110.)

### **A Major Shift**

The College's men are drifting away from the sciences and toward social studies in their academic majors. That's the finding of a study by Assistant Dean Charles Thompson conducted this past fall and winter.

Nearly half of the College's upper-classmen are now majoring in social studies; less than one in five is a science major. According to the study, in 1963 369 juniors and seniors were science majors but this year only 209 students are. The number of chemistry majors, usually the most popular science, has dropped by 33 per cent. But biology, which dropped from 76 majors in 1963 to 29 this year, and math, which slipped from 94 to 42 majors in the past five years, suffered even more.

In the social studies, sociology has become the glamor discipline, its majors having tripled in the past five years. Economics majors have declined in number from 117 to 83, while government majors have increased from 118 to 192.

As for the humanities, the number of majors here has held fairly constant. English is still the most popular major. Only religion, which has tripled its majors, and music, which has only half as many majors as it did five years ago, have changed much.

### **That Research Business**

For the second time in two years a faculty committee has suggested how Columbia should react to "externally funded research and instruction." The committee of 11 senior professors, headed by law scholar Albert Rosen-

David Flooden

Ken Heymar

thal, urged that all "classified" work be shunned, and that research or instruction never be restricted because of the "beliefs or political affiliations" of the participants. It urged the University to terminate any classified projects or those requiring security clearance by June 30, 1970. (The University currently has \$68.4 million in government-sponsored research funds, but only \$1.4 million for five classified programs—all at the famous Lamont-Doherty Geological Observatory.)

The suggestions are not substantially different from those of the faculty committee chaired by Law professor Louis Henkin last year, though they are slightly more emphatic and broader in scale. The Rosenthal Committee's proposals require adoption by the new University Senate, which seems almost certain to accept them.

### Plan or Panic?

Architecture seems likely to become a major topic of argument again at Morningside. There was cheering at Morningside when the noted architect I. M. Pei was chosen the University's master planner in October 1968. The appointment seemed to cap a remarkable return to architectural excellence,

for Columbia has recently hired such creative men as Kevin Roche, Hugh Stubbins, Vincent Kling, and the fine firm of Warner, Burns, Toan & Lunde to do buildings. It even experimented with Gordon Bunshaft and Edward Stone—unsuccessfully. There was hope suddenly that Pei would come up with an imaginative plan not only for Columbia but for the regeneration of the increasingly seedy Morningside area.

The members of Pei's firm quickly set up discussions with faculty members, students, all the neighborhood groups, giving an especially attentive ear to all of Columbia's critics and haters. Then, with remarkable dispatch, they announced their ideas this May.

The plan calls for two new high-rise towers on the north campus, one next to Pupin for earth sciences and one directly behind Uris for chemistry, and new underground facilities below Schermerhorn and Avery. It calls also for two slender 23-story towers, the exact length and width of Hartley and Furnald, to go opposite those two residence halls on South Field. And it urges that Columbia build the long-awaited gymnasium *under* South Field, with easy access to the five College dorms. (Estimated cost: \$23 million!)

The plans seem very costly but practical and they respect the brilliant McKim, Mead, White campus plan, generally acknowledged to be one of university architecture's best. Of course, much hangs on the design of the individual new structures. But Pei and the Trustees appear anxious to avoid the construction of any more insensitive stalagmites that do not harmonize with the brick-and-limestone structures already there.

Two objections have already been raised. One is what some regard as the coming destruction of much of South Field and, more importantly, the memory-filled Van Am quadrangle. Since the towers are not at present designed primarily for College use, and the South Field complex has generally been regarded as the College's separate domain, some devotees of the College feel that the historic College, mother and financial bulwark of the University, is again being raped by the ever-voracious graduate and professional schools.

The other objection to Pei's plan is that instead of a bold, long-range plan for the renaissance of Morningside Heights, including housing, commercial stores, and life-giving new com-

*Twin high-rise towers, the exact length and width of Hartley and Furnald Halls (solid white lines), may be built on South Field to remedy a critical space shortage and ease complaints about off-campus expansion. In addition, the gymnasium may be built under South Field (broken lines). These plans are still being debated.*



munity spaces, it appears to be a rather small-minded shoe-horning of new towers among existing buildings. Pei himself has said publicly that he hoped to "exhaust all development potential within the campus" and avoid any expansion into the community. This tack probably derives from his patron, Acting President Andrew Cordier, who is pursuing a highly skillful but possibly short-sighted policy of putting campus and neighborhood peace and harmony uppermost. It was Cordier who requested that new building plans be limited to the existing campus. But, some objectors ask, should one design greatly for all the people in centuries to come or politically to mollify last month's angry minority?

### ***A Chill Wind***

Remember the Warmth Committee? It was all the rage among Columbia's

students in 1966-67. Fighting for more love and understanding and intimacy, the student-built organization captured the hearts of hundreds of overworked, lonely young people. But that was before the earnest Revolution of Spring 1968. Now all that remains of Warmth is a colorful, almost deserted storefront office at 1127 Amsterdam Avenue, below 116th Street. On the large plate glass window there hangs a large sign:

Warmth is to laugh often and much; to win the love of true friends and the affection of children; to cherish lasting relationships and endure the betrayal of the Cold committee; to appreciate beauty; to find the best in others; to leave the world a little better, whether by a healthy child, a garden patch, or a redeemed social condition; to know even one person has felt better because you were near.

This is to have warmth.

BJORKSTEDT

IT WILL UPSET YOU to learn that I agree with many things you said. For instance: "Don't question our sincerity!" I don't. You are about as sincere as anyone can be. You are sincerely unhappy, sincerely frustrated and sincerely confused. You are also sincerely wrong about the few facts you cite, and sincerely illogical in the violent conclusions you reach. Besides, what does "sincerity" have to do with issues? Any insane asylum is full of sincere patients. Hitler was undoubtedly sincere. So are the followers of Voliva, who sincerely think the world is flat.

I sadly agree that your college courses have been "outrageously irrelevant to the times"—because your letter reveals that you could not pass a freshman exam in at least three fields in which you pass such sweeping judgments: economics, history, political theory.

You say, "Destroy a system that has not abolished unemployment, exploitation and war!" By the same reasoning, you should blow up all hospitals (and perhaps execute all doctors, biologists and researchers): they have not abolished disease.

Before you destroy a system, propose another that will solve (not hide, shift or disguise) unemployment, "exploitation," war. Anyone can promise Utopia—without specifying a program. Tom Hayden, idol of the New Left, has said: "First we'll make the revolution—then we'll find out what for." Would you employ a plumber who rips out all the pipes in your house before he learned how to repair a leak?

You say, "The mass media are not telling us the truth." Then how and from whom did you learn the "evils" you correctly deplore? After all, your information comes from one or another organ of—the mass media.

"This society is only interested in higher prices and profits!" You apparently do not understand this society, or a society, or the function of prices (and profits) in any economy. Has it never occurred to you that the market-place is a polling booth? That buying is voting? That no economic system is possible without some form of pricing, without some measure of efficacy or worth? Has it never occurred to you that profits are a form of *proof* (that something gives satisfaction to those who pay for it)? Perhaps you should ex-



Drawing by Saxton. © 1968 The New Yorker Magazine, Inc.

*"Perhaps this semester we may see yet another swing of the pendulum."*



## To an Angry Columbia Student

amine the public uses that we make of private profits—through taxation.

THE COUNTRIES THAT FOLLOW your platitude, "production for use," *without exception* produce far less for their people to enjoy, of much shoddier quality, at much higher prices (measured by the hours of work needed to buy something). Don't you know that "Socialist" countries are smuggling "capitalist" incentives into their systems? Has it not dawned on you that wherever and whenever there is no free market, there is no free thought, no free art, no free politics, no free life?

You rage against "a heartless country in which the poor get poorer." Alas, poor Yoricks: the decline in poverty in the U.S. is among the more astonishing and hopeful facts of human history. (In 1900, about 90% of our population was poor; in 1920—50%; in 1930—34%; in 1968—15%. You will cry that 15% is outrageous. Agreed. The question is: How best abolish it? (A negative income tax makes more sense than anything your colleagues propose.)

"The middle class exploits the unemployed." Please examine that cliché. Would the middle class be worse off or better off if all the unemployed magically disappeared? Obviously, much better off: think of the enormous saving in taxes, the enormous improvement in public services, the enormous benefits from refocused energies now used to ameliorate poverty's abominable toll.

YOU SAY YOUR GENERATION "wants to be understood." Well, so does mine. How much have you tried to understand others? You pillory us for injustices not of our making, frictions not of our choice, dilemmas that history (or our forebears or the sheer intractability of events) presented to us. You say we "failed" because you face so many awful problems. Will you then accept blame for all the problems that exist (and they will) when you are 20 years older? And how do you know that all problems are soluble? Or soluble swiftly? Or soluble peacefully? Or soluble, given the never-infinite resources, brains and experience any generation is endowed with?

I say that you are failing us—in failing to learn and respect discomforting facts; in failing to learn how to think (it is easier to complain); in using vio-

lence to shut down colleges; in shamefully denying the freedom of others to study and to teach; in barbarously slandering and abusing and shouting down those who disagree with you; in looting, stealing and defiling; in failing to see how much more complicated social problems are than you blindly assume; in acting out of an ignorance for which idealism is no excuse, and a hysteria for which youth is no defense. "Understanding"? You don't even understand that when you call me a "mother ——" you are projecting your unresolved incestuous wishes on to me. The technical name for such projection, in advanced form, is paranoia.

AGAIN AND AGAIN, YOU SAY, "the American people want" or "demand" or "insist." How do you know? Every poll I have seen puts your position in a minority. You just say, "the American people demand"—then add whatever you prefer. This is intellectually sloppy at best, and corrupt at worst.

You want to "wreck this slow, inefficient democratic system." It took the human race centuries of thought and pain and suffering and hard experiment to devise it. Democracy is not a "state" but a process; it is a way of solving human problems, a way of hobbling power, a way of protecting every minority from the awful, fatal tyranny of either the few or the many.

Whatever its imperfections, democracy is the only system man has discovered that makes possible change *without violence*. Do you really prefer bloodshed to debate? Quick dictates to slow law? This democracy made possible a great revolution in the past 35 years (a profound transfer of power, a distribution of wealth, and improvement of living and health) without "liquidating" millions, without suppressing free speech, without the obsecenities of dogma enforced by terror.

This "slow, inefficient" system protects people like me against people like you; and (though you don't realize it) protects innocents like you against those "reactionary . . . fascist forces" you fear; they, like you, prefer "action to talk." As for "security"—at what price? The most "secure" of human institutions is a prison; would you choose to live in one?

YOU WANT "a society in which the

young speak their minds against the Establishment." Where have the young more freely, recklessly and intransigently attacked "the Establishment"? (*Every* political order has one.) Wherever "our heroes—Marx, Mao, Che" have prevailed, students, writers, teachers, scientists have been punished with hard labour or death—for what? For their opinions. Where but in "fake democracies" are mass demonstrations possible, or your bitter (and legitimate) dissent televised?

You rail against "leaders crazed with power," who "deceive the people." Your leaders are self-dramatizers who demand that power, which would craze them, and they deceive you in not telling you how they plan your "confrontations"—to force the police to use force, whose excesses I hate more than you do. I, unlike you, want no one put "up against the wall." No "cheap politician" more cynically deceived you than fanatical militants did—and will. Your support feeds their neurotic (because extremist) needs. Washington's "Non-Violent" Coordinating Committee" has engaged in gunfire for three days as I write this.

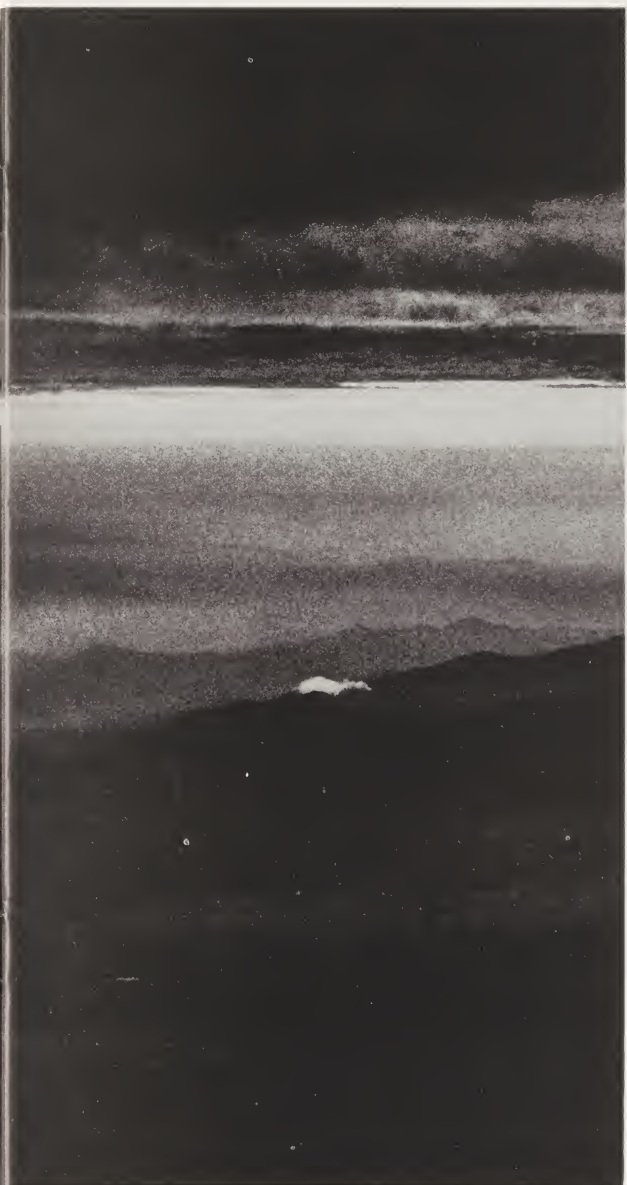
YOU SAY Marcuse "shows that capitalist freedom actually enslaves." (He doesn't "show"—he only says.) He certainly does not sound enslaved. And does mouthing fragments of 19th-century ideology (Marx, Bakunin) really liberate? And is not Marcuse 40 years "older than 30," your cutoff on credibility? Incidentally, would you trust your life to a surgeon under 30—who never finished medical school?

Your irrationality makes me wonder how you were ever admitted into Columbia. You confuse rhetoric with reasoning. Assertions are not facts. Passion is no substitute for knowledge. Slogans are not solutions. Your idealism takes no brains. And when you dismiss our differences with contempt, you become contemptible.

PS. PLEASE DON'T TAKE any more courses in sociology, which seduces the immature into thinking they understand a problem if they discuss it in polysyllables. Jargon is not insight. Vocabulary is the opiate of radicals.

Leo Rosten  
in LOOK Magazine





# THE EXPLOSION IN ORIENTAL STUDIES

by THE EDITORS

**O**RIENTAL; EXOTIC. The two words are associated like salt and pepper in most people's minds. Yet, things Oriental hardly seem exotic anymore—that is, foreign, strange, glamorous. They have become almost prosaic in America's daily life.

The testimony from the market place is overwhelming. A paper back book on the "science of being" by Maharishi Mahesh Yogi, Indian *guru* to such figures as Mia Farrow, became a best-seller as soon as it appeared last spring. Similarly, the small red book containing the saying of Mao Tse-Tung has sold a half million copies to the curious, radical, scholarly, and amused in this country. Indian handicrafts and fabrics have doubled in sales here in the past four years, according to a leading Indian exporter. "Made in Japan" is no longer a slur, and names like Nikon and Honda are almost as familiar to most consumers as Kodak and Ford. There is hardly a city in America that does

George W. Gardner





Professor Chiang Yee instructing students in a class in Chinese Brush and Calligraphy.

not have a popular Chinese restaurant. A record album featuring virtuoso Ravi Shankar recently dominated the classical music sales charts for months. Five years ago, few Americans knew what a sitar was; today almost every rock group worth its amplifiers has experimented with the Indian sound.

At Columbia, the evidence shows the same trend. The Morningside Heights area surrounding the campus now swarms with Chinese and Japanese restaurants, some of the city's best. And three Indian restaurants have opened their doors nearby in the past few years. These have been complemented with new Oriental gift shops. When poet Allen Ginsberg '48 opened a poetry reading at Columbia in the spring of 1968 with a vigorous chant to Vishnu, Hindu god of change, there was not so much as a blink from most of the student and faculty audience. And when a New York swami demonstrated *yoga* on campus a few months earlier, a standing-room-only crowd of Columbia students turned out. In 1963, Kent Hall, the former home of Columbia's Law School, was turned over completely to a library, classrooms, and offices for Oriental Studies; and a Japanese lounge, with striking woodwork by noted architect-craftsman George Nakashima was in-

stalled on the fourth floor for informal talks, readings, and tea ceremonies.

Are Americans just adopting these, and other, Oriental trappings with no real concern for, or better understanding of, Asian culture, politics, peoples, and problems? The answer must be yes-and-no. Already, there are signs of declining interest in some parts of the Oriental boom. And, the majority of Americans undoubtedly still think of the Orient in superficial clichés. As one attractive Chinese-American girl at Barnard laughingly remarked, "I find it difficult to maintain the level of inscrutability that my acquaintances expect of me." When Japanese writer Yasunari Kawabata was awarded the Nobel Prize for literature in the fall of 1968, the general reaction in American literary circles was "Yasunari who?"

Still, if one looks at what's been happening in American schools, colleges, and universities, the new fascination with matters Asian seems to have a serious, genuine and durable side, as well as a faddish, superficial one. In 1946, five years after Pearl Harbor, when the Social Sciences Research Council sponsored a survey, only four universities in America—Columbia was one of them—had graduate programs in East Asian studies. The four were faintly praised as having made "a good

start." As for offerings on South Asia (India), the study found them "appalling," and noted that there were not enough qualified scholars in the entire United States to staff one decent university center in that field. Undergraduate courses about Asia scarcely existed at all until the late 1940s.

"Asia" is usually divided up by scholars into: *East Asia* (China, Japan, Mongolia, Korea, and Vietnam); *South Asia* (India, Pakistan, Afghanistan, and Nepal); and *Southeast Asia* (Burma, Cambodia, Indonesia, Laos, Malaysia, the Philippines, and Thailand). Sometimes, *Southwestern Asia* (Turkey, Iran, Iraq, Israel, and the Arab nations) is included, but more frequently it is studied separately as "the Middle East." *Asian Russia* is usually studied separately, too, along with European Russia and Armenia.

By 1964, however, there were 19 U.S. universities that were judged to have rigorous programs in East Asian studies, and 11 that had equivalent offerings on South Asia. Southeast Asian scholarship has progressed less rapidly, although a few universities are working to correct that deficiency. (This winter, Columbia added Malaysian expert Dr. William Roff, an Australian, to its faculty.) Today, Asian scholars concur that America has leaped into the lead in modern Chinese studies. And a Columbia authority told us, "The United States has become a center of Indian studies at the highest level."

Courses in Oriental languages, once considered as difficult to transplant as wild orchids, have sprung up in U.S. schools like dandelions. Total college and university enrollments in Chinese, Japanese, and Hindi have all quadrupled in the last 10 years. Available materials indicate that Chinese is now taught at 130 institutions of higher education in America. Japanese, currently being taught at approximately 70 institutions, vies with Chinese in total enrollments: the Modern Language Association found in the fall of 1965 that 2,245 undergraduate and graduate students in mainland United States were taking Japanese, compared with 3,217 taking Chinese. But the balance tipped in favor of Japanese if the new state of Hawaii, with 1,200 of its young people studying that language, was counted.

The explosion in Oriental studies has hit every corner of American aca-

demia. For instance, instruction in Chinese law is now given at six universities. Not one offered it in 1960. Another instance: in 1960 only one U.S. public high school offered a course in Chinese language. Now Chinese is taught to students at more than 200 secondary schools. The number of articles and books written about Asia has skyrocketed. Books listed under the heading "Japan" occupied two and a half pages in the 1958 *Subject Guide to Books in Print*; in the 1968 edition, books about Japan claimed six pages. America's libraries have doubled their holdings in Far Eastern languages since 1950, and are now acquiring new volumes at the rate of a million a decade.

Not the least impressive growth has been in the nation's colleges and the undergraduate schools at universities. Now, our own count reveals that there are at least 120 colleges with comprehensive Asian studies programs for their students. The institution that is often credited with being the leader in developing undergraduate Asian studies in America is Columbia. And the person usually singled out as the pioneer is William Theodore "Ted" deBary '41, Carpenter Professor of Oriental Studies. Under Dr. deBary's direction, Columbia College has assembled what may be the finest undergraduate Oriental Studies program in the nation.

**D**ESPITE THE impressive fact that roughly two-thirds of all the people in the world live in the continent of Asia, U.S. colleges and universities paid relatively little attention to the Orient until World War II.

Asian studies achieved their first foothold on American campuses with the introduction of the study of Sanskrit—since 1200 B.C. the primary language of Indian classical literature and religion (which only males are allowed to use)—at Yale in 1841. Yale also appointed the first American scholar of Chinese in 1875.

The growth of Asian studies in American colleges and universities in the early 20th century was rather slow, although World War I produced a new but tepid concern with the world beyond Europe. A report in 1929 by the American Council of the Institute of Pacific Relations found that 111 U.S. colleges and universities offered at least one course devoted largely to

China or Japan. But 69 of the institutions, or 61 per cent, gave only one course, usually a survey history of China or Japan or a course in international relations. Only seven of the 111 schools (Columbia was one) provided any Oriental language instruction, and only five of the universities (Columbia included) offered more than 10 courses to students.

When a Japanese visitor to America, Yasaka Takagi, conducted a three-month survey in 1935, he found the situation little improved, although the Manchurian incident of 1931 had spurred some new courses in Far Eastern relations. He noted that there were only 20 persons in the entire United States concentrating on Japanese studies, and that figure included those not teaching at universities! At the time, even the best U.S. libraries lacked such important documents as

the census of Japan. (Obviously an astute observer, Takagi predicted that Columbia would become a center of Japanese studies.)

It took the catastrophe of World War II to rouse educators, the U.S. government, and financial supporters of higher education to action about Oriental studies. The Federal government, the U.S. military, and the better universities cooperated in establishing crash programs in Chinese and Japanese studies and languages. By the end of 1944, 57 colleges and universities and over 15,000 servicemen had jumped into subjects like Japanese, modern China, and contemporary Burma. The academic consequences of this government-military sponsored effort were enormous. Almost overnight the universities had a whole new crop of teachers of Orientalia. (Even at Columbia, where there was a blossom-



At the University bookstore, Oriental books are popular sellers.

ing program in Asian studies *before* World War II, three of the eleven senior scholars in the department now began their training in Japanese in Navy schools during the war, and one became interested in Asia while stationed in Japan during the post-war occupation.) And, the post-war university area institutes were directly modeled after the interdisciplinary, concentrated approach of the war-time programs.

The need for Americans trained in Indian languages and affairs was, of course, less urgent during the war, which accounts in part for the relative weakness of South Asian Studies in America today compared with East Asian studies. Currently, Hindi and other modern Indian languages are offered at only 30 institutions, and enrollments are rather small.

After the war numerous colleges and universities struggled to continue their emergency programs in Asian studies. Financially, however, the task was crushing. To have several highly paid scholars with only a few students each, without outside financial aid, is a quick way to go broke. Somehow, Columbia and several other major universities managed, though. At first they concentrated on establishing good *graduate* programs to train more and better teachers and scholars for the field of Asian studies. Frequently, these programs took the form of "institutes" or "area study centers," pooling the university's resources to study an area in depth. Thus, an institute in South Asian studies might be set up, drawing upon the regular departments of anthropology, religion, economics, sociology, geography, government, history, and Oriental languages to provide a comprehensive study of Indian society, culture, mores, traditions, technology, and speech.

Gradually, the large philanthropic foundations rallied to support the new scholarship about Asia. The Rockefeller Foundation, a pioneer in supporting non-Western studies since 1934, increased the limited aid it had been giving in the late 1940s. The Carnegie Corporation entered the field in 1947. And in 1957 the Ford Foundation, with five times the funds of any other foundation, decided to help. Since 1955, the Ford Foundation has made grants totaling about \$21 million to support Chinese studies

The Federal government got back into the act of helping to underwrite Asian studies after the Soviets sent Sputnik into space. Congress devised the National Defense Education Act (NDEA) in 1958. Title VI of the bill provided matching funds for "language and area centers," including aid for instruction in "neglected" languages (Korean, Thai, Malay, etc., as well as Chinese and Japanese), fellowships for graduate students in Asian studies, and money for research. During the current academic year, the U.S. has 43 N.D.E.A. centers devoted to the study of East, South, and Southeast Asia at 37 universities, receiving \$2.7 million from Uncle Sam. This is half of the total sum awarded for all language and area centers.

Recently, however, the financial support for Asian studies has been dwindling. The foundations are terminating their subsidies and Federal government aid has been sluggish. The International Education Act of 1966, for example, authorized generous funds, but Congress has failed to appropriate a cent to carry out its provisions, which include real help for the first time for *undergraduate* education in Asian studies.

AT COLUMBIA, Asian studies have flourished superbly, if somewhat unevenly. (South Asian studies—India and Pakistan—seem to have received little attention until recently.) Not only are there three graduate institutes, which draw heavily from various departments, to study contemporary East Asia, Southern and Southeastern Asia, and the Middle East (Southwestern Asia), but very strong departments, especially in East Asian and Middle Eastern Languages and Cultures. There is also a new interdepartmental program in Buddhist studies, giving Columbia students the strongest program in America in that field, which spreads through several Asian nations.

The language offerings may be the largest in the world. In addition to Chinese, Japanese, Hindi, Arabic, Turkic, Hebrew, and Sanskrit, there is instruction in languages like Urdu, Bengali, classical Tibetan, Korean, Uzbek, Persian, Armenian, Akkadian, Babylonian, and Lahu (a Tibeto-Burmese language). Indeed, interest in Asia has spread to most of the traditional acad-



Columbia Collection

*Professor Abraham W. V. Jackson attracted Oriental scholars and football players to his Sanskrit classes.*

emic departments at Columbia, and a student can find courses in such subjects as Chinese drama, Japanese poetry, the anthropology of Indian tribal peoples, Southeast Asian geography, Asian educational systems, the economic organization and development of Japan, and Persian literature.

Asian studies began at Columbia in 1850, 16 years before Columbia moved to Morningside, when Edward Delavan Perry was appointed to teach Sanskrit as well as Greek at the College. The next year the Trustees voted to add "the Iranian or Zendic language" and selected Edward Washburn Hopkins, who later had a great career in Indian studies, to teach Zendic and Latin. Interest in Sanskrit and Zend was connected generally with the pre-occupations of the College in those days—the classics and religion—and specifically with a philological concern with the origins of Greek and Latin. The study of the Hindu *Vedas* was a "veritable quest of the ancient mother," as one contemporary scholar put it.

In 1896 Columbia established a chair in Indo-Iranian languages and chose as its first occupant Abraham Valentine Williams Jackson '83, who had been a brilliant instructor of Anglo-Saxon and Zend at Columbia since 1886. Jackson became one of Columbia's greatest figures. He was an incredible linguist; a scholar with vast knowledge of Persian and Indian history, archaeology, religion and literature; a teacher



of flair and colorful style who attracted both meticulous specialists and College football players to his Sanskrit classes; and a dapper gentleman frequently voted "best-dressed prof" by the College students. Jackson turned Columbia's tiny department into the world's best center in the field. Jackson's reputation in Zoroastrianism was so unmatched that in the 1920s the High Priest of the Parsees in Bombay sent his son and daughter to Columbia to study. Sadly, after Jackson retired in 1935, Indian studies went into a decline from which they have not yet fully recovered.

As for Far Eastern studies, the University owes its inception to a touching happenstance. Around July 1, 1901, President Seth Low received a handwritten note on ruled paper from out of the blue: "Sir, I send you herewith a deposit check for \$12,000 as a contribution to the fund for Chinese learning in your University. Respectfully, Dean Lung, 'a Chinese Person.'" The astonished president investigated, and found that Dean Lung was the Chinese valet of one of Columbia's trustees, General Horace Walpole Carpenter '48, who had made a fortune during the California gold rush and helped found the city of Oakland. The loyal Dean Lung, impressed by the General's devotion to Columbia, had sent his entire life savings to Morningside. Carpenter, touched when he learned of his servant's generous act, added \$250,000 to the fund for a chair in Chinese, provided that it be named for Dean Lung. The next year, Columbia had its first teacher of Chinese, Frederick Hirth, a German who had worked in China.

At the time, the Columbia library had almost no books about the Far East; so President Low, after some fangling through diplomatic channels, acquired a 5,044-volume encyclopedia from the Chinese government to originate Columbia's Far Eastern library collection. The ruler of China, the Manchu Empress Dowager, had earlier been a hater of the "Western barbarians," but had been rescued by Westerners during the Boxer Rebellion of 1900. Her gift to Columbia was an expression of her slight change of heart. The encyclopedia quickly became invaluable when most of the other sets were destroyed by a fire in China.

Japanese studies did not start at the

President  
Columbia University.

Sir,

I Send You herewith a  
deposit Check for \$12,000. as a  
Contribution to the fund for  
Chinese Learning in Your  
University.

Respectfully

Dean Lung  
"a Chinese Person."

*Oriental studies at Columbia University began when Dean Lung (right), valet of one of the University's Trustees, sent his life savings to Morningside.*

University until 30 years later. The man who began it—and who has been credited with being the father of Japanese studies in America—was Columbia's Ryusaku Tsunoda (1877-1964). A teacher and school principal, Tsunoda came to Columbia in 1917 at the age of 39 to study briefly with philosopher John Dewey, and apparently fell in love with America. At the time almost nothing was known or taught about Japan in U.S. colleges and uni-



versities except Japanese art, so Tsunoda organized a Japanese Association in 1919. And in 1928, after a two-year return to Japan to gather materials, he set up the Japanese Culture Center of America at Columbia in 1928. While in Japan he had diligently sought out and personally added over 5,000 manuscripts, art objects, and books. When the materials became the Japanese Collection at Columbia University in 1931—the first of its kind in America—Tsunoda was named its curator. The next year, Tsunoda started teaching a course in Japanese thought and religion, which rapidly gained him additional respect. One of the most humble, devoted, and beloved men on campus, Tsunoda was called *sensei* (“teacher” or “master”) by his students and colleagues until he retired in 1948.

By 1937 Columbia had formed a department of Chinese and Japanese, which by 1941 had grown to 9 teachers and 25 courses. And after World War II, Columbia set up an East Asia

Institute, under the noted British scholar-diplomat Sir George Sansom, providing for the study of contemporary Oriental affairs to complement the more historically-oriented departments.

AS FOR UNDERGRADUATE instruction in Asian history and culture, the College has undisputably been a leader, although it was almost as tardy as other institutions.

During the 1930s Columbia College was blessed with several teachers who were urging greater familiarity with things Oriental. Among them was Professor Raymond Weaver, an authority on Herman Melville, who had been lastingly influenced by three years spent in Hiroshima, Japan, after his graduation from Columbia in 1912. Another was the witty and popular French professor, Burdette Kinne, whose interest in things Chinese was so great that when he died in 1947, his friends gave two rare 17th century Chinese paintings to the University as a memorial to him. By 1940, Carrington Goodrich, historian of China and head of the Department of Chinese and Japanese from 1937 to 1960, was prompted to organize a one-year course for the College's students which dealt sweepingly with “China, Japan, the Ancient Near East, the Saracen World, and Indo-Iranian cultures.” It was given for two years before being disrupted by the war.

In 1943, historian Harry Carman became dean of the College, and he was excited not only by general education—his Committee's “A College Program in Action” in 1946 is a curriculum classic—but by the prospect of developing courses in Oriental civilization and humanities. He appointed a committee, headed by philosopher James Gutmann '18, to look into the matter. The result was a new “Colloquium on Oriental Books” in 1948, taught by Greek scholar Moses Hadas and young political theorist Herbert Deane '42, who had some acquaintance with Japanese. The next year, 1949, the Carnegie Corporation decided to back the College's experiment with a grant of money.

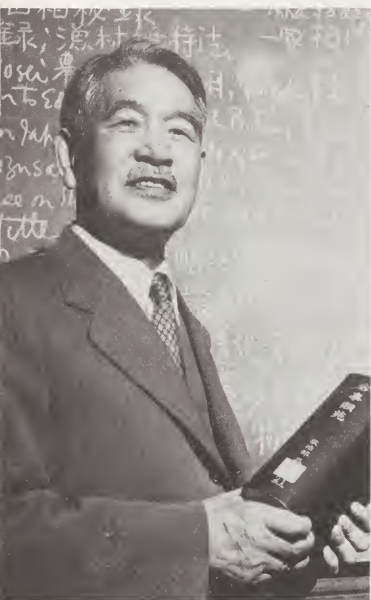
That same year, 1949, a tall, lean, young scholar with the complexion of a Devonshire schoolboy, was forced by the Communist takeover to flee China, where he had been doing research. A

1941 graduate of the College, where he had been president of the Van Am Society and chairman of the Board of Student Representatives, he had first taken Chinese out of curiosity, after being prompted by the interest in China of his Contemporary Civilization teacher, Harry Carman, and his French instructor Burdette Kinne. (He recalls visiting Kinne in his Greenwich village apartment and finding the professor busily brushing characters on rice paper. He also recalls, with less fondness, the grade of C he received in his first semester of Chinese.) He returned to Morningside, and was quickly put in charge of the embryonic Oriental Studies program. Within a few years, William Theodore deBary was a national figure.

A cautious activist, deBary, aided by a small committee, quickly started an Oriental Civilization course in September 1950, making do with weak, existing texts and often badly translated documents from India, China, and Japan. At the same time he strengthened the Oriental Humanities colloquium. Both courses were frankly patterned after the College's famous Western-oriented C.C. and Humanities courses, in which freshmen study original documents and discuss them in small classes like graduate students.

It was immediately evident to deBary that courses on Asia were severely handicapped by the absence of English translations of many of the key documents of Asian history and even many of the literary and philosophical classics. He therefore set up one of the most audacious, ambitious translation programs in American educational history. In 1950 deBary decided to round up other scholars to collect and translate thousands of the most important political, economic, social, and philosophic documents of Indian, Chinese, and Japanese civilization, in whole or part; as well as important Oriental literary and religious works that were not available in English, or were badly translated. Only by having such source materials, deBary thought, could America's colleges establish rigorous courses in Asian civilization for a broad range of undergraduates.

By 1958 the first two collections, *Sources of Indian Tradition* and *Sources of Japanese Tradition* were published; two years later *Sources of*



Ryusaku Tsunoda, sometimes called the father of Japanese studies in America, was “sensei” to several generations of Columbia students.

Columbia Collection

High-Resort



*The Oriental Civilizations library in Kent Hall is one of the nation's best.*

*Chinese Tradition* appeared. The volumes, published by Columbia University Press, have sold phenomenally well (about 30,000 copies a year), and have been translated in turn into other languages and used not only as source readings at hundreds of American colleges but in Japan and Taiwan too. Underwritten in part by Carnegie Corporation and U.S. Office of Education grants, dozens of Oriental classics have also been translated into graceful English prose by Columbia scholars—so many, in fact, that Columbia University Press has suddenly risen to international prominence as a publisher of Orientalia. Since 1957, the Press has published about 55 books of Asian history and culture. Columbia-produced texts, syllabi, histories, and translations seem to pour out of the East Asian department.

Translating all these works has been a prodigious and difficult job. As Professor Donald Keene '42, possibly the

nation's greatest authority on Japanese literature, has written: "The falling of a camellia blossom . . . immediately suggests a beheading to a Japanese, but [how does one] convey this eerie quality to a Western reader except by tedious explanations?" But Columbia's Orientalists have not only been prolific but extraordinarily skillful. One indication: of the nine books chosen in the past three years by the College's Van Am Society as the most distinguished books by Columbia professors, four have been translations by members of the comparatively small East Asian department: *Essays in Idleness: the Tsurezuregusa of Kenko* by Donald Keene; *The Pillow Book of Sei Shonagon* by Ivan Morris; *Ukigumo Japan's First Modern Novel* by Marleigh Ryan; *The Complete Works of Chuang-Tzu* by Burton Watson.

A few scholars have registered a precious protest that Oriental writings should be studied and can be properly

understood only in their original languages because the English language and Western logic twist Asian concepts out of joint. "Some other schools," comments Associate Professor of Chinese Burton Watson '49, "feel that Columbia has done too much in the way of popularization; that there is something obscene about so much publication. But in the long run, this will probably be one of Columbia's greatest contributions to modern scholarship."

Other critics have disapproved of de Bary's attempt to put China, Japan, and India together in a course in "Oriental civilizations." Harvard's John K. Fairbank contends that Asian study should be done nation by nation since Asia "has seen a good deal less unity than Western civilization." And Southern California's George Oakley Totten, III, '46 says, "China and India are as different from each other as both of them are from Europe. Thus, to lump them together as 'Oriental' or even



'Asian' is confusing and misleading."

Professor de Bary answers that "the only way to appreciate the diversity of Asian civilizations is to study more than one. Since undergraduate non-specialists cannot be expected to have time to take separate one-year courses in China, Japan, and India, the best approach is to put the variety in a single course." (There is also a separate course at the College in "Islamic Civilization.") To avoid fluffy generalizations and a glut of information, the College courses are limited to the main civilizations of Asia, and are pared to a hard core of vital topics, which receive concentrated attention. There is also a crucial difference between Professor de Bary and many of his critics: they are specialists interested largely in pouring Japanese history or Chinese philosophy into their students; de Bary is primarily a teacher devoted, in the liberal arts tradition, to broadening and sharpening his students' minds and outlooks. Specialists want students to *know*; great teachers want students to *grow*.

All the Oriental Humanities classes are relatively small and are conducted chiefly as discussions. The colloquia (limited to 15 students each) are led by two instructors, one a specialist in the area whose books are being read at the time—Chinese literature, Indian Buddhism, Japanese poetry—the other a teacher from a different discipline. The Civilizations course is also taught by an interdisciplinary staff drawn from the departments of Art History and Archaeology, Geography, History, International Affairs, as well as from the Middle East and East Asian departments. Different instructors take over the same class to teach the portions on India, China, and Japan. There is more lecturing in the Civilizations sections, which meet three times a week, with a fourth hour for special talks, films, or slide demonstrations.

In the Oriental Civilizations course, the emphasis is on the intellectual and institutional history of the three major nations. Both the battles-and-political-leaders approach to history and the skimming-of-chief-ideas approach are avoided. As Stephen Hay puts it in a preface for one of the course's texts, the focus is "neither on abstract ideas as such nor on particular events and issues, but on the middle ground where men confronting concrete situations

enunciate general principles and policies as guides for action."

Both the Humanities and Civilizations courses try to make the Oriental *real* to the College's men, to open their minds to different ways of thinking and behaving. Mason Gentzler '51, assistant professor of Chinese and Japanese and chairman of Oriental Civilizations and Humanities, describes the process this way:

At first the students seem very tolerant. For instance, to the general statement, 'Many Indians were revolted by their abominable conditions and renounced the world completely,' many students react, 'Sure, what else could they do?' Then you inform them that Gandhi once refused to allow his dying wife to drink the beef broth she required because eating anything from cows was against his religion. The students, confronted with a concrete example, react against Gandhi, even hate him—when what he is about becomes real to them. We hope that the students will reach some kind of synthesis—a tolerance, or rejection, of values different from their own based on a genuine understanding of the other values.

Teachers in the Oriental Humanities and Civilizations courses emphasize over and over again that their aim is not to train specialists. Still, 10 or so students get hooked each year and become Oriental Studies majors. Last year, 20 juniors and seniors were majoring or concentrating on Asian studies.

How successful are the de Bary-designed Oriental Humanities and Civilizations courses? Most of the College men who are taking the courses, which carry gargantuan reading assignments that are among the College's highest, respond very favorably. In fact, according to the Ted Kremer Society "Course Evaluation Booklet," both courses rank among Columbia's best. Of Humanities: "The material covered is fascinating, the colloquium format rewarding." Of Civilizations: "All agreed that there are no short-cuts ('Can't trot this one out!') and that concentrated study is the only way to make it through successfully. The students were emphatic, however, in stating they were very satisfied."

Enrollment in the courses has grown steadily since the courses began. Ten years ago, the courses, which are open to Barnard girls and General Studies students too, had 38 students registered for Oriental Civilizations, 23 of

them College men; and 55 students in Humanities, 40 of them from the College. This year, there were 179 students studying Oriental Civilizations, 118 of them College students; and 103 in Humanities colloquia, 51 of them from the College. Says Professor Ivan Morris, the British scholar who is now chairman of the East Asian Department, "I should think that it would put one off, having so much thrust down one's throat at once. But it doesn't seem to."

**I**F A STUDENT wishes to major in Oriental Studies, he must choose either the Far East, South Asia, or the Middle East as his special area, and he must take at least two years of Chinese or Japanese, Hindi, or Arabic language. To most undergraduates this language requirement is the most rigorous part of the Oriental program.

Actually, Professor de Bary discourages students from spending too much time on languages during their College years. "The gift of tongues will do little to grace a shallow mind," he says. Still, the department requires two years of one Oriental language from a major, and recommends a summer or a year of study in the *Orient*—after graduation—for those who wish to become scholars in Asian studies. Columbia participates in language study centers in Tokyo or Taipei, and is usually able to help students with a fellowship to study abroad.

The language problem is a difficult one, but recent developments have made it somewhat easier. The Chinese written language consists of roughly 70,000 characters, about 6,000 of which are used ordinarily. (Recently, the Chinese have modernized their language so that only 1,800 characters are in daily use.) Each character represents not sounds but a whole idea or act. For example, there are characters for "to cherish a secret grudge while pretending friendship for a person" and "to chat briefly about the weather." The classical written language is largely divorced from the *spoken* language. (The Vietnamese, who spoke a quite different language, thus used Chinese characters for their written language.) Learning classical written Chinese and modern spoken Chinese are almost unrelated processes. One of the most venerated translators of Chinese literature, England's Arthur

Waley, had not the vaguest notion how to speak Chinese.

In spoken Chinese each character represents a monosyllable, but there are only 420 monosyllables. So one sound must serve many meanings. The correct meaning can be ascertained only by seeing the written character or hearing the tone of voice the speaker uses. Spoken Japanese, though, is polysyllabic and highly inflected grammatically. Verb forms, for instance, make personal pronouns superfluous and indicate as well the relative social status of whatever persons are engaged in conversation.

Oriental language instruction, like the whole range of Oriental Studies, has undergone a shake-up and improvement in recent years. The teaching of the written language has been better organized and the language laboratory and audio-visual methods have made spoken language much easier. Says Assistant Professor of Japanese Marleigh Ryan: "When I did my doctoral work at Columbia in the mid-fifties, I hardly ever heard a word of Japanese spoken. You learned to speak only by going to Japan. Today, I can walk into Columbia's language lab and find a College student with only a year's training listening to a Japanese radio broadcast and taking notes which show that he comprehends it."

If language difficulties trouble some of the serious students of Asian life, the shortage of teachers in Asian studies plagues academic administrators. "I get letters nearly every day from colleges anxious to find a graduating Ph.D.," reports Professor Ivan Morris. This is not surprising for the road to a doctorate in Asian studies is an arduous one requiring 7 or 8 years. George Beckmann, director of East Asian studies at the Claremont colleges in California, estimates that 80 per cent of the candidates never finish the journey.

Like the praying mantis, the universities foremost in the field—Columbia, Berkeley, Harvard, Michigan, and the University of Washington in East Asian studies, Chicago and Pennsylvania in South Asian work; and Cornell, Yale, Berkeley, and Hawaii in Southeast Asian studies—tend to eat their own young. The cream of their doctoral crop is frequently gobbled up by these institutions, and the secondary university centers. The smaller colleges and other universities have a rough time



Professor Arthur Lall, an Indian expert, lecturing at one of the growing number of Oriental Civilizations classes.

acquiring good teachers in this field. Often, the less known places, which have few weapons of attraction, offer large sums of money to lure Asian scholars. Any of Columbia's professors in the Asian studies field could get a much larger salary elsewhere.

One reason that the better young scholars tend to stay at the leading university centers is the library facilities. Over three-fourths of the nearly 5 million Asian publications in America are on the shelves of only 15 libraries. (With over 300,000 volumes, Columbia's East Asian Library houses the third largest Far East collection, behind the Library of Congress and Harvard, and tied with Berkeley. Finding competent librarians for such collections is a great burden since they need to have a knowledge of at least one

Asian language, as well as some acquaintance with the various Asian cultures. They also need cunning in order to procure precious documents. Consider the caper described in the 1967 Annual Report of Columbia's East Asian Library: "The head of the [Chinese] section pulled a real *coup* in acquiring approximately 150 of the small printed newspapers which were put out by the major Red Guard units and which were smuggled out of mainland China." As for Southeast Asia, Cornell's John Echols considers the problem of book acquisition there to be the most astronomical "this side of outer space." In Thailand, for example, many of the most valuable documents are memorial volumes printed especially for guests at cremations or 60th birthday celebrations. One Bangkok



Hugh Rogers

*Oriental newspapers—especially Red Guard broadsides—are some of the most valuable documents in Columbia's Far Eastern Library.*

book dealer hires children to attend the ceremonies and garner copies.

"ONE OF THE IRONIES of the evolution of international studies during the last 20 years," wrote William Marvel, president of Education and World Affairs, recently, "has been the relative inadequacy of undergraduate liberal arts education in this field at the very universities which have built the towering centers of strength at the graduate level." Columbia, thanks largely to Professor de Bary's evangelism, has been an extraordinary exception here. Yet, even at Morning-side, de Bary insists that putting an undergraduate program together has been a "scissors-and-paste job."

The College's program is administered by the University Committee on Oriental Studies, a small interdisciplinary group that has no budget and no guaranteed minimum of instructors each year. Staffing the courses, which are under the direction of Assistant Professor Mason Gentzler '51, is largely a persuading and lobbying job. Comprised mainly of senior members of the East Asian department who teach in the program and high-ups from other departments who do not teach in the program, the Committee works to keep the program going and to keep it well-

staffed. It tries to pry teachers out of the departments of Religion, Philosophy, Anthropology, History, and the like, and the graduate School of International Affairs, so that undergraduates can be introduced to aspects of Asian life and thought. Professor de Bary, who has chaired the Committee for years, is still an influential figure in the tough job of soliciting money and men.

But some departments place dedication to their specialties above the enlightenment of undergraduates, and many senior men regard survey courses as a task for young underlings. Thus, 6 of the 9 senior professors in the College's program this year come from the generous East Asian department, while much of the teaching is done by 13 hardworking instructors below the rank of assistant professor.

Most derelict in its commitment to liberal arts undergraduate teaching, in the eyes of many, is the East Asian Institute of the Graduate School of International Affairs. Almost none of the excellent historians, economists, political scientists, and geographers of the Oriental world who teach in that graduate school have ever consented to put undergraduate teaching on a par with training graduate students and future State Department officials, and doing

pure research. This has meant that de Bary has had to teach four courses since he has been at Columbia, in addition to his various administrative chores. (The normal course load is three and in some departments, two.) Ainslee Embree, former Associate Professor of Indian History, taught five courses most of the years he was here. (This year he fled to Duke University.) It is ironic that the College's Oriental Studies programs should be so nervously dependent on the grace of others when it is so highly regarded and envied by other colleges and universities, and since the undergraduate program has actually helped bolster a few other academic departments.

Perhaps some of the recent student protests will cause the top scholars who are drifting away from teaching to rejoin Professor de Bary and his associates in placing the education of young people in their intellectual heritage and their contemporary world (including Asia) on a pedestal as high as research and graduate instruction. Somehow, this must be done.

The growing interest of young people in the Orient is there. If it is not satisfied with excellent instruction in the field of Asian studies, the scholars will lay themselves open further to charges of neglect and irrelevance.



# Nine Men Who Guide the Oriental Studies Boom

Photos by Hugh Rogers

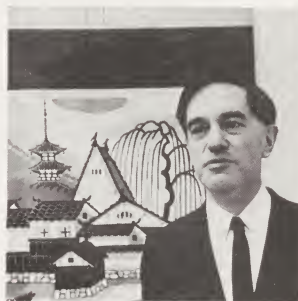
## Ivan Morris

Professor Ivan Morris, the chairman of the Department of East Asian Languages and Cultures, is an extraordinarily versatile scholar, knowledgeable about early Japanese history, Japanese literature, the contemporary political scene in Japan, and the most difficult aspects of the Japanese language. Born and raised in London, England, he came to America to study at Harvard, from which he graduated in 1947. He returned to England to earn his Ph.D. under Arthur Walcy at the University of London in 1951, then worked for the B.B.C. for a while before he joined the British Foreign Office for four years, specializing in political affairs. In 1956 he left for Japan, and for three years traveled throughout the country supporting himself by writing about Japanese life and politics and translating novels and short stories. Donald Keene invited him to Columbia in 1960, where he has taught since. A remarkably graceful prose stylist, his many writings have won several awards, such as England's Duff Cooper Prize in 1964 for the best non-fiction work, for his *World of the Shining Prince*. He commutes from his nearby Riverside Drive apartment on a bicycle. He lives with "one wife, two dogs, and no children." Professor Morris believes that Columbia has an "extraordinary collection" of Asian scholar-teachers, and spends much time trying to devise ways to hang on to them and improve the mix even further.



## Chih-ting Hsia

He talks rapidly and in spurts with great wit, and keeps making lightning leaps between Chinese literature, Western fiction and poetry, and the latest films. He is C. T. Hsia, associate professor, teacher of Chinese drama, literature, poetry, and Oriental Humanities, and an increasingly influential critic of classical and contemporary Chinese letters. Born in Soochow, China, in 1921, he moved to Shanghai when he was 16 and received his degree from the University of Shanghai in 1942. He taught at Taiwan and Peking Universities, then received a Rockefeller Foundation grant to work in American and English literature at Yale in 1947. After receiving his Ph.D. in 1951, he returned to China to do research for three years, but came back to the United States to teach at Michigan, Texas, and S.U.N.Y. at Potsdam, before coming to Columbia in 1962. He is the author of *A History of Modern Chinese Fiction*, *The Classic Chinese Novel*, and numerous articles, reviews, and essays. He is married, has one daughter, and lives in an apartment next to the campus. He publishes some of his work in Hong Kong, which he visits frequently. "Pitifully little of 20th century Chinese literature has been translated," he says; so he is working on an anthology of short stories.



## Donald Keene

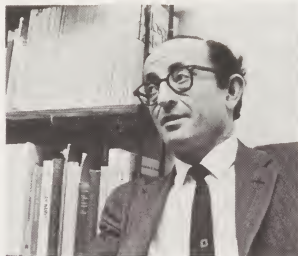
While he was a student at the College, Donald Keene majored in Greek and French literature. But he had a College chum who was Chinese, so in his junior year he began studying Chinese, with tutorial help from his friend. Today, Professor Keene is one of the world's foremost authorities in Japanese literature. He has published a shelfful of books—translations, anthologies, critical studies—about Japanese poetry, prose, drama, and mores; and he has written many essays, reviews, and studies. A native of New York City, he went to a U.S. Navy Japanese language school following his graduation in 1942. He served three years in the Pacific area, then returned to Columbia for graduate study in Japanese. He later won Columbia's Henry Evans Fellowship to study further at England's Cambridge University, and stayed on to teach there until 1952, when he left for two years' work at Japan's Kyoto University. Since 1954, he has taught at Morningside. He is avid about Japanese theatre and has acted on occasion in Japanese stage plays. A few years ago he was awarded the Kikuchi Kan Prize for his distinguished achievement in Japanese letters by the Japanese people—the first non-Japanese ever to be accorded that honor.





### Burton Watson

After finishing high school in New Rochelle, N.Y. during World War II, Burton Watson went into the Navy and spent time in Japan. When he came to Columbia in 1946 as a freshman he wanted to study Chinese, but it was not one of the languages accepted for the A.B. degree. Fortunately, young philosophy professor Charles Frankel, who had also been in Japan, helped him circumvent the rules and devise a Chinese major. He earned an A.B. at the College in 1949, and an M.A. in 1951. Then he returned to Japan to teach English, study briefly at China's Canton University and Japan's Kyoto University ("best places in the world for ancient and classical Chinese literature"), and begin his career as one of the world's chief translators of the greatest Chinese texts. He came back to Morningside for one year in 1955 to earn his doctorate, but went to Japan again to translate Chinese source materials for Columbia until 1961, when he joined the Columbia faculty. His translations include works of history, philosophy, and literature. Among his latest works: *The Complete Works of Chuang Tzu*, which was nominated for a National Book Award, and a forthcoming volume on Chinese poetry. The rather quiet scholar is still a bachelor and lives in an apartment next to the campus.



### Alex Wayman

He can read classical Tibetan, translate Sanskrit texts, and is the director of Columbia's new program of Buddhist Studies. Alex Wayman, professor of Sanskrit, is an authority on South Asian languages, literature, and religion. Born in Chicago and raised in Los Angeles, he completed his A.B. and M.A. degrees (in mathematics!) at UCLA before going on to Berkeley for 10 years of study for a doctorate in Sanskrit. He taught at Wisconsin and Michigan before coming to Columbia in 1967. Professor Wayman has a deep interest in Indian mysticism, astrology, and monasticism, and has spent a year in Tibet, where he had discussions with the Dalai Lama. A slightly owlish man in appearance, Wayman is given to frequent quips and reveries. He lives with his wife on Morningside Heights, and in his spare time is trying to arrange Columbia's substantial but largely uncatalogued library acquisitions in South Asian affairs. Professor Wayman believes that Columbia's program in Buddhist Studies is the "best conceived in America," and may be the most comprehensive outside of India.



### William Theodore de Bary

Probably no one in the United States has done more to advance the study of Asia, particularly at the undergraduate level, than "Tcd" de Bary, Carpentier Professor of Oriental Studies. For 20 years now, he has conceived courses, lectured around the country, trained teachers, compiled and translated documents and great books (with his Columbia colleagues), and garnered money and intellectual support for the enterprise. A few years ago he even led a Ford Foundation project to teach Chinese more widely in American high schools. Unlike some other Asian scholars, he has done it always to help young persons understand themselves and the world better. "Above all else, he's a demon educator," said a colleague. Raised in New York and New Jersey, de Bary was a campus leader at the College: chairman of the Student Board, president of the Van Am Society, manager of the Debate Council. After three years of Chinese language study as an undergraduate, he won the Evans Traveling Fellowship and went to Harvard for a year to study Japanese. By then it was 1942, so he spent four years in Naval Intelligence in the Pacific area. He returned to Columbia, then won a Cutting Fellowship in 1948 to study in China. He barely managed to escape in a plane from Peking the next year when the Communists came in. In 1950 he returned to Columbia to teach, and to build up the pioneering and now-heralded undergraduate program in Oriental Civilization and Oriental Humanities. He has returned to China and Japan twice for one-year research stints. A noted translator and writer, a top-notch administrator, and a modest, patient teacher, Professor de Bary has been honored with everything from honorary doctorates to the Fishburn Award of the Education Press Association for his written contributions to international understanding. He is a resident of suburban Tappan, N.Y. The oldest of his four children graduated from the College in 1968 and is now at Columbia Law School. Among the posts Dr. de Bary holds at present are president of the Association for Asian Studies and vice president of the China Society of America.



**John Meskill**

Like numerous other Asian scholars, Associate Professor of Chinese and Japanese John Meskill started in the field during World War II. A native of Quincy, Massachusetts, he was recruited out of Harvard in 1944 for Japanese language school, and worked in Washington, D.C. until 1946. He went back to finish college, then worked for the Department of Defense for a while. But in 1950 he came to Columbia to study Chinese. After three years' work at Morningside, he went to Japan for two years as a Fulbright Scholar, then taught at Sarah Lawrence and Northwestern briefly. In 1958 he joined the Columbia faculty, and two years later moved across Broadway to Barnard, where he now heads their Asian studies program, in cooperation with the College. The author of several articles and two books, Professor Meskill specializes in the history and politics of China's Ming Dynasty (1368-1644 A.D.). He lives in nearby Riverdale with his wife, a former teacher of Chinese history at Vassar, and one child.



**Mason Gentzler**

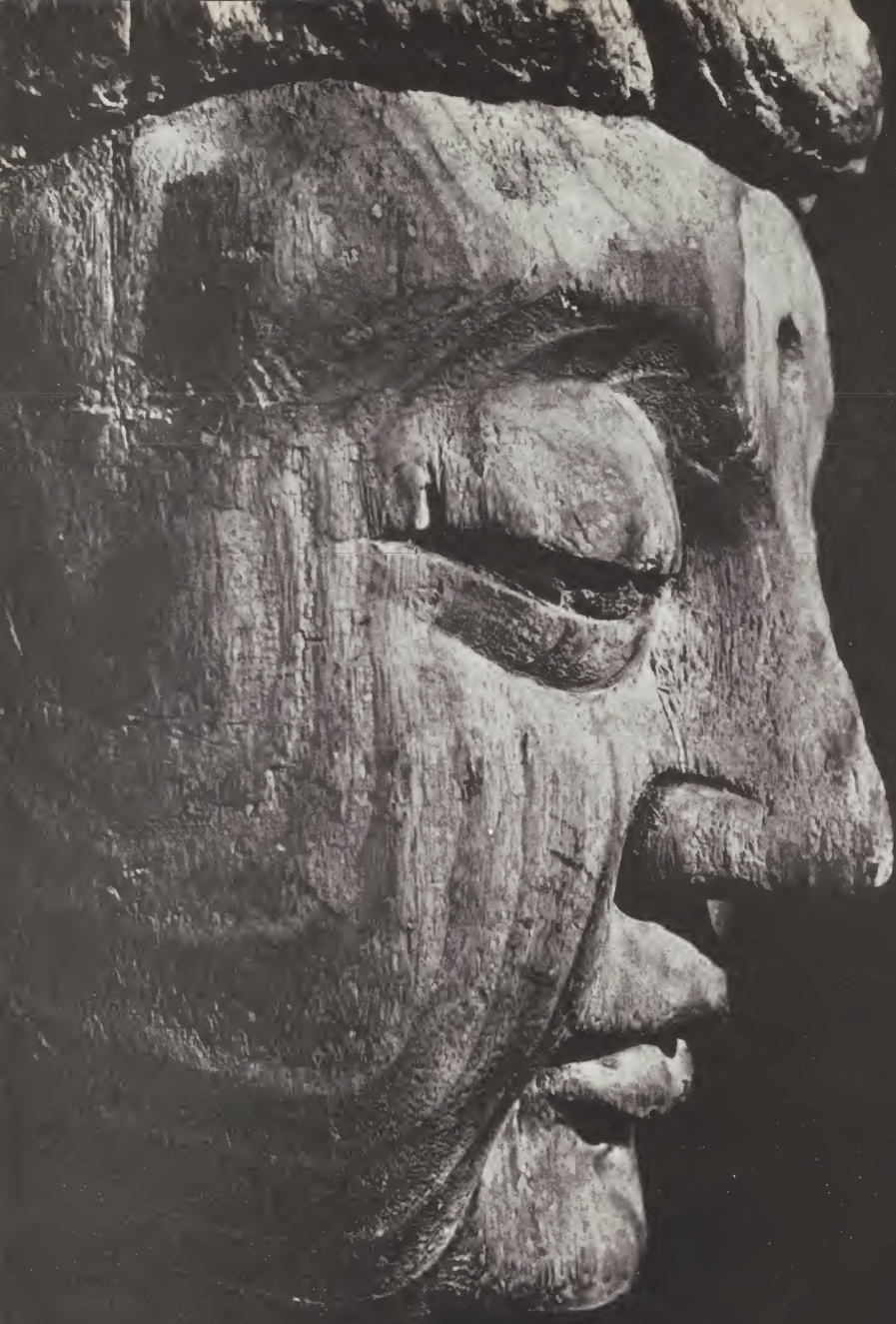
"When I was at the College, I'm not sure I knew that there was such a thing as Asian studies," says Assistant Professor Mason Gentzler '51, the short, whimsical, popular teacher who is currently chairman of Oriental Humanities and Civilization. At Columbia he studied French; he next served in the U.S. Army for three years in Germany, where he became fluent in that language too; and then he returned to Morningside for graduate study in Russian language and affairs. While he was a graduate student he started teaching himself Chinese, having developed an interest in the field of Sino-Soviet relations. He got hooked and threw himself into the study of classical Chinese in 1958. In 1961-64 he spent a year and a half on Taiwan and a year and a half at Japan's Kyoto University, burying himself in the literature of the T'ang dynasty (618-907 A.D.), "one of the great periods for Chinese poetry." Then he returned to receive his doctorate and teach at Columbia in 1964. A native of Florida, he now lives on Morningside Heights. For recreation and stimulation he enjoys good music. His first book, *A Syllabus of Chinese Civilization*, a guide to teaching undergraduate Chinese civilization courses, came out last fall, and he is working on a biography of a leading T'ang dynasty writer.



**Herschel Webb**

In 1941, Herschel Webb left David City, Nebraska to study at the University of Chicago. The war interrupted his college years and he went off to the U.S. Navy, which turned him into a Japanese translator. For two years after the war he stayed in Japan, doing translations, then he returned to finish his undergraduate work in Chicago, and began graduate study of Japanese history at Columbia in 1949. He completed his doctorate and began teaching at the University in 1957. Since then he has built up a reputation as a rising authority on early modern Japanese history, a subject he teaches along with Oriental Civilization and Japanese bibliography. He is the author of *An Introduction to Japan, Research in Japanese Sources*, and the *Japanese Imperial Institution in the Tokugawa Period*, as well as several shorter pieces. The tall, lean, greying scholar is unmarried and a lover of music and art. Dr. Webb goes back to Japan frequently. "Japanese historians can do things we Americans can't do," he says, "but we can be slightly more objective and can use some better scholarly techniques."





# The Strange Affair of America and Asia

*One of America's top Orientalists, a pioneer in developing Asian study programs in the United States, argues that we desperately need a new vision of ourselves and the way we should live. Proper study of the Orient, he says, can help in surprising ways.*

by WILLIAM THEODORE DE BARY '41

AS MOST PEOPLE KNOW, World War II brought a great rise in American consciousness of Asia, one that has continued to grow every year. What fewer people realize is that American interest in Asia is as old as our country itself.

Quite a few leading citizens in 18th century colonial America thought of China as an advanced civilization embodying profound learning and refined art. George Washington, for example, frequently wore a pigtail in his formal hairdress, identifying himself with the supposedly enlightened Mandarins of China. When the American Philosophical Society was founded in 1743, its charter, drawn up by Benjamin Franklin, took the study of Chinese philosophy as one of its original purposes. Recently, on a visit to the local museum of Bennington, Vermont, I was shown what the curator believed was the first book ever printed in that town: an American Deist tract, continually put

forward as the wisdom of the ancient East in the form of a long-lost Brahmanical text supposedly found and translated by a Chinese envoy to Lhasa, Tibet. On another occasion, while speaking to a commencement gathering at St. Lawrence University in upstate New York, I was reminded of early America's romantic attachment to the Orient by the name of that university's quiet town—Canton, a port famous in the China trade.

Examples such as these do not, of course, demonstrate that Americans have had a sustained interest or deep knowledge of Asia since early times. One could argue, in fact, that America's earlier interest in the Orient was compounded largely of ignorance and illusion. Certainly our vision of China in those days was highly idealistic, rendered plausible less by an accumulation and examination of evidence than by an Enlightenment faith in the universality of reason and the perfect-

ability of men. But, as the charter of the Philosophical Society attests, this universal, optimistic vision could serve as a spur to learning. It took a generous view of things and was open to new experience, instead of smugly assuming that China had nothing to teach us. Creative illusion, one might say.

Today, in a world with less elbow room, China has been brought much closer to us. The old view of the Far East is gone. Our faith in reason and progress has changed, and Americans now have infinitely more detailed information about the Orient available. But what will replace the idealistic visions of the past? Impatience, estrangement, and withdrawal? Or at the other extreme, perhaps, new and more extravagant illusions, with Mao-Tse-tung as the Messiah?

Dare we hope instead that Americans will work for a better informed, more reasonable view of Asia, one which finds a place for China and

Japan in a larger historical perspective and in a broader, more profound conception of humanity? I like to think we can. But there are serious obstacles that Americans must overcome before we can break through to a better understanding of Asian life—and of ourselves.

MUCH OF OUR post-war consciousness of Asia has been formed by our military involvement there since Pearl Harbor in 1941. We have seen the rise first of Japanese militarism, then the growth of Chinese Communist power on the mainland, and recently the increase of turbulent nationalism, of revolutionary movements and violent coups. More than being witnesses, we have become participants in these things, often unwittingly. Frequently, they were events we did not understand.

The consequences of our ignorance, as well as some sense of guilt, have impelled us to want to learn more about the forces at work in Asia. Some Americans have sought out anything—articles, lectures, discussions, books—that promises to enlighten their ignorance and relieve their anxieties. Colleges and universities have rushed to introduce courses on contemporary Asia. We crave reassurance that these strange new forces in Asia, which appear so dark and threatening, can be rationally dealt with and somehow brought under control.

What this means is that at least one facet of our new interest in Asia arises from a greater insecurity among ourselves, not from a new sympathy toward Asians or a genuine desire to understand them. Thus, while our knowledge has increased, our vision has become foreshortened. We are preoccupied with our own fears and suspicions, and are thus less able to take the generous view that our forefathers did. Most of what comes to us about Asia today is seen with eyes that are already focused on the headlines and TV news, and is heard by ears attuned to, or jammed by, military and political controversy.

For example, the overwhelming emphasis on funds allocated for Asian studies by the major philanthropic foundations has been in the *contemporary* field, and especially in research on Communist affairs. As Professor Arthur Wright said in 1964, "It is easy to per-

suade the board to give \$950,000 to young economists working over the meager data on China's present economy, difficult to get \$120,000 for a seven-year project in the humanities (here pre-modern history) involving all the senior Chinese scholars in the country." Equally notorious was the practice in a major Ford-supported fellowship program of demanding from grant applicants that their proposed research in Asia show "contemporary relevance." A similar provision in reference forms for the National Defense Foreign Language Fellowships asked how the applicant's training would contribute to national defense. Happily, the administrators of these programs had the sense to interpret these provisions liberally, and the actual damage was limited.

Many persons realize now, after hearing so much about "winning the hearts and minds of the people" in Vietnam, that underlying our security problems is the need for a deeper understanding of all Asian peoples. To achieve any genuine understanding requires that more of us set aside for the moment our own pressing concerns in order to look at those of other peoples. It means giving up our persistently egocentric habit of mind which conceives of Asian peoples only in terms of their immediate effect upon our own lives—as factors in the Cold War, or as participants in a hot war. Whether as a matter of self-interest or social relevance, some capacity for self-transcendence is demanded of us if we are to find a common ground with Asian

peoples from which to view our mutual problems.

THERE IS ANOTHER powerful current in American life which causes us to have a new regard for Asia. This is the current interest in, if not infatuation with, Asian philosophies and religions.

In the past, an attraction to Oriental mysticism has seemed to many observers to diverge sharply from a concern with contemporary problems. Zen Buddhism and Hindu transcendentalism have appeared to offer an exotic escape from the unpleasant realities of modern, everyday life. Thus, the recent popularity of Oriental mysticism among some barefooted and bewhiskered middle-class young Americans has been taken as a sign of youth's alienation or disassociation from society, of their unconcern, retreat, and apathy.

To other observers, however, this new religious impulse reflects a deeper need, not just a momentary kick or fashion. The new interest in Oriental cults reflects an urge to be freed from the last vestiges of a dying puritanism and the banalities of a soulless modern culture, as well as an attempt to achieve new heights of pleasure and depths of feeling. Underlying the craze for Oriental religion and thought, there seems to be a grave crisis of spirit in America, especially evident among young persons. Many persons are struggling to find a deeper understanding of themselves and a better basis for coping with the problems of contemporary life.



St. Soutter

Girls from the University's Indian Students' Society performing in McMillin Theater.



But this burning new interest in Asian philosophies and religions also stems from a confusion in our minds, and tends to see in them what we would like to believe. Often this is far removed from a dispassionate understanding of Asian religions in their own context.

A THIRD TREND in American life that has led us to a greater awareness, but not a better understanding, of Asia is the recent cult of the aesthetic. Fashionable in polite society during the affluent 1950's and 1960's, the cult of the aesthetic has made the Sabbath a day for visiting museums and art collections rather than going to church or synagogue. For many Americans the new cult of art offers an escape from the moral uncertainties, social evils, and spreading pollution and ugliness of our time into a world of undeniable beauty, repose, and refinement found especially in Asian art.

One can have a sense of being uplifted spiritually by a compassionate Bodhisattva or a Sung dynasty landscape without having to face a sermon on the evils of egotism and acquisitiveness, without having to scrutinize one's personal or social conscience. In the redecorated Faculty room of Columbia's Low Library stand graceful Buddha figures, provided by a University friend, a wealthy patron of the arts. From their perches, these figures can contemplate with sublime detachment the transitory affairs of Morningside's academic life. In the same place, the figure of a suffering Christ on a cross would be too disquieting and altogether too controversial.

It is in the aesthetic domain that other cultures can make their quickest penetration. Nothing speaks so directly to us as art. Even with little else as a basis for understanding, ideals and values can be communicated through painting, sculpture, and music in spite of being only partly intelligible to the intellect. Thus, to some extent, the modern cult of art is an attempt to communicate across Iron or Bamboo curtains, across national boundaries, political systems, and language differences.

But, for all the enduring qualities and universal appeal of great works of art, the social world surrounding aesthetic appreciation is no less empha-

meral than the news headlines. Art offers little resistance to violent social change. Delicate and sensitive people in Lady Murasaki's *Tale of Genji* and Sei Shonagon's *Pillow Book*, which describe 11th century Japan, composed their little poems at the same time that feudal warriors prepared the sudden doom of that gentle society. So too in our own time with the lovely Buddhas in Low Library, who have smiled as benignly on Mark Rudd as they did on Grayson Kirk, while SDS students went about their revolutionary work of trying to capture the stately citadel of Academia. Overnight, Che Guevara and Mao Tse-tung were added to the pantheon of new gods, and a new culture and new aesthetic were promulgated.

The infatuation with Mao among some portions of the younger radical left symbolizes in a way America's contradictory present. It signifies the convergence of two hitherto disparate tendencies on the modern scene: the commitment to social causes and the impulse toward mystical religion—the struggle for Utopia and the search for a guru. (*The Quotations of Mao Tse-tung* has become a minor best seller, side by side with Mahesh Yogi's book on transcendental meditation.) What is ironic is that Mao should become one of the idols of the radical left precisely at a time when his authority is disintegrating in mainland China, when the youthful participants in the cultural revolution are experiencing disillusionment with their wild hopes, and when China's brave new world faces dismemberment through factional struggles or repression by the military.

The cult of Maoism too reveals that America's interest in things Oriental arises less out of any new desire for a more genuine understanding of the East than out of the desperate search among some people to find a way out of what they regard as the profound disorders at home.

THERE IS AN EXCUSE one sometimes hears for not making more of an effort to understand China. This is the feeling that no one really knows what is happening on the Chinese mainland, anyway; and that little can be done about this until normal relations are established with Communist China.

To take the matter of recognizing

---

*"Underlying the craze for Oriental religion and thought, there seems to be a grave crisis of spirit in America, especially evident among young persons."*

---

China first, it is clear from the experience even of those who do recognize Red China that opportunities for gathering information or for intellectual and cultural exchange are severely limited, if not non-existent. Virtually every foreign student has been expelled from Peking, and the scholars who remain behind as, let us say, teachers of French, must provide instruction through a translation into French of Mao's writings. Whether one has formal relations with Red China or not thus makes little difference. As for intellectual and cultural contacts, the United States suffers no serious disadvantage in comparison with others.

Contrary to the pundits who charge America with an ostrich-like attitude toward China, during the long period of strained relations between Red China and the U.S. our overall knowledge of China has grown as never before. The massive efforts made by foundation- and government-supported programs, as well as the efforts of individual scholars, universities, and academic organizations, have resulted in an expansion of Chinese studies in America on a scale that is the envy of scholars elsewhere. (It is also the anguish of academic administrators like Columbia's former provost Jacques Barzun, who supported the growth of Asian studies at Columbia at considerable cost to the University's budget.) Except possibly for Japan, which had a great headstart in Chinese studies and less difficulty in mastering written Chinese, no other country can now compare with America in Chinese studies. And the same may be said about America's development of Asian studies in general. The problem is not the lack of information available, but the indisposition of others to learn from it.

I am reminded of a discussion I had last June during the Columbia crisis with a graduating senior in the College, who argued that the University needed courses of "greater relevance." Specifically, he complained that there were no courses at Columbia dealing with revolutionary movements, which for him represented the really relevant events of our time. Without trying very hard (and leaving out the Oriental Civilization course I teach, which spends much of the second semester on 20th century revolutionary movements in India, China, and Japan), I could think of at least half a dozen scholars on the faculty whose primary teaching and research was concerned with just such movements, and another two dozen colleagues who offer courses that include theoretical, tactical, and historical explorations of revolutions. The material and knowledgeable teachers were there, but this young man was convinced beforehand that it could not be so. An increasing number of intelligent Americans today, especially young ones, will neither hear the experts lecture nor read their books, convinced already that these are irrelevant or that practical experience in protest movements is worth much more than a shelf-full of data, analysis, and informed opinion.

In 1964 I wrote:

We are aware of a profound unrest among our students, a resistance to pressures for uniformity and conformity, and a spirit of revolt against the "establishment" which can undermine the finest curriculum and the most expert teaching. . . . An unnamed restlessness impels the students to march and ride, instead of sit, read, and think.

We live in a revolutionary age and radical change is bound to come. But drastic change can bring either a more beneficial order, a greater humaneness, and more understanding; or it can bring increased chaos, greater inhumanity and oppression, and new irrationality. Which it will be depends on whether we can discover some new vision of man that can provide a center or direction for this change. Each person needs to come to a deeper consciousness of himself and a greater awareness of others *as persons*. For this we need a new conception of the *world-community* in which we all now live.

One of the chief aims of most reformers and radicals is to create improved material conditions for a better life. This is, of course, extremely important. But one of the biggest lessons of the 20th century—in both capitalist and Marxists societies—is that material

improvement and technological change can produce monotony, suffocation by possessions, and increased anxiety as well as relief from poverty and suffering. Hence the rising level of discontent even in—or rather *especially* in—the more affluent and industrialized

*Monks at Kamakura, Japan, a Buddhist center and popular resort.*



George W. Gardner

nations. Hence the increasing protests against mechanization and dehumanization, which seem to become more wild and desperate as abundance and material equality increase.

Several years ago I wrote about U.S. foreign policy:

The reason our foreign policy has lacked dynamism and our foreign aid has been abortive is that they have dealt with people largely in a mechanical way, and with no regard for the human spirit living and working in them. Though we think of ourselves as always wishing to help others and always ready to make sacrifices for them, our good will and generosity do not touch the hearts of others as long as it is expressed only in dollars and cents, howitzers and helicopters. Some deeper bond, some more vital basis, must be found for the community we hope to form with them.

FINDING SOME DEEPER BOND, some new vision of man involves an exploration of the range and diversity of possible human experience. And, a new orientation always involves some disorientation. In our day of exposure to world cultures, there is a taste for the exotic, a search for the strange and the bizarre, a quickness to imitate or appropriate everything foreign in preference to anything familiar. Thus, the Beats find Zen, the Beatles discover the Indian sitar, Allen Ginsberg urges transcendental meditation. And many mock patriotism and their own society's values, structures, and traditions.

There are incongruities in this process. Japanese youth who would never sit still for *zazen* (sitting in meditation) adopt the radical activism of the West or become go-go fans of American rock 'n' roll; while eager young Americans, weary of power politics and the commercialized mass arts, seek refuge in Japan to practice *zazen* in the serene, quiet monasteries of Kyoto and Kamakura. Ambitious young Chinese scientists, who never paid much attention to Confucius or Lao Tzu, devote themselves to socialism and scientific technology; while some young American intellectuals, disillusioned with the bureaucratization and mechanization of life, discover traditional Chinese philosophy.

Beneath the shifting fashions of contemporary exotica, however, is a growing feeling that one can no longer accept one's own culture until one has tested it against other cultures, nor can

---

*"Japanese youth who would never sit still for zazen (sitting in meditation) adopt the radical activism of the West or become go-go fans of American rock 'n' roll; while eager young Americans, weary of power politics and the commercialized mass arts, seek refuge in Japan to practice zazen in the . . . quiet monasteries of Kyoto and Kamakura."*

---

one accept limitations on one's own experience or self-development which have nothing more than parochial sanction.

Concurrent with the denigration of one's own culture and the delight in other cultures is another marked characteristic of today's youth: the quest for some new principle of integration or discipline, some means of managing within themselves both the overwhelming plenitude of possible new experiences and the burden of traditional culture and modern technology. Thus, the same youth who appears to reject all customary restraints at home is frequently the most dauntless and indefatigable in taking on the rigid, self-denying disciplines of Zen or guerrilla activity against his society's structure. Such discipline often gives a new sense of self-mastery to the man who finds the weight of established institutions and inherited culture too oppressive. It enables him to assert his naked moral will against all the intellectual complexities of modern life.

Although it presents itself as the ultimate in revolutionary change, Maoism is in some basic respects *reactionary*. It reaffirms certain traditional values against the cultural invasion of the West. It is essentially a defensive reaction, shielding the Chinese people from new outside influences and options. Mao Tse-tung, in the depths of his puritanical peasant soul, cannot tolerate concessions to the realities of contemporary life, which demand so much intellectual objectivity and personal freedom. He is unwilling to accept compromises with others' experiences which would tend to undermine ideological authority and revolutionary discipline; nor will he concede that China is no longer the center of the world, as the Chinese people have traditionally assumed. Hence his condem-

nation of so-called "bourgeois revisionism." Since Chinese society has never known a real bourgeoisie, Mao's condemnation betrays his real resentment—an aversion to the seeping in of the freer, more individualistic, "decadent" ways of the Western world. (That Mao's new version of the old-time puritanism should be attractive to the liberated, swinging youth of the West is a fascinating anomaly.)

Mao Tse-tung is thus the offspring of a savage assault on his mother culture, and he will never be reconciled to the modern world until the nature of this trauma is understood, until he re-opens Chinese history and civilization for examination and becomes aware of what ghosts from the past still haunt him, even at the pinnacle of his power.

If we cannot appreciate the depths of Asia's cultural shock, and the mixture of envy and resentment it has produced, it is partly because until recently we Americans have never experienced anything like it in our own history. The United States has been at the center and in the forefront for several decades, world leader of a seemingly triumphant march toward democracy, material prosperity, and better health and education for everyone. There has appeared to be steady progress, built upon unquestioned assumptions and undaunted faith. Only recently have we had to question whether our basic values are universal. Now, for the first time we face serious challenges and outright opposition to our advance. It is our turn to face what other great world civilizations have experienced, as their traditional culture was uprooted, their confidence smashed.

How smooth or violent, how reactionary, abandoned, or enlightened our response will be in America depends heavily on two things: how well we



understand what is happening to us, and how well we distinguish what is valid and healthy in the criticisms to which our culture is subjected from what is negative and destructive in the attacks made upon it.

Americans must recognize what is perhaps the central fact in our age: for the first time in the history of our globe we all live in a closely interrelated world civilization. Just as we have adjusted reasonably well to the plurality of nationalities, religions, colors, and cultural styles of our own uniquely polyglot population, so we now have to learn to adjust to world-wide pluralism.

FOR AMERICA'S COLLEGES and universities, the contemporary situation I have described has numerous, and possibly radical implications. Education for membership in a new world community suggests that we may need a more purposeful, integrated learning program in the colleges, a new broadening of the scope of traditional liberal education. I say this knowing fully that the idea of a purposeful, integrated, world-oriented curriculum runs counter to some important trends: the increasing mobility of teachers and students; the new liberality in granting leaves, allowing study abroad, and participation in work programs; the multiplication of courses and abolition of requirements; and the new emphasis on

tackling urgent domestic or local social problems. Yet, in a larger way, the building of a world culture and a new humanism may be the most "relevant" of all tasks if mankind is to avoid destroying itself.

I say education for world community, not simply education for current world affairs. To many people world affairs suggests the same preoccupation with the politico-military aspects of the current world scene that we have become wary of. The first essential is to have truly educated persons, people who have learned to live with others and to learn from others, without losing the ability to live with themselves—people able to draw strength from their own roots and while sharing the experience of other peoples in this multi-cultural world. Students must undergo the kind of self-examination and intellectual chastening that is prerequisite to the proper exercise of any power or influence in the world. They must know themselves—and their fellow men—better than they know current world affairs.

In the process of reconciling ourselves to one another, we should reject nothing from each other's pasts that may help us understand both our strengths and our weaknesses. If liberal education has had a place for imparting the peculiar qualities and style of Western civilization, so there must now

---

*"Americans must recognize what is perhaps the central fact in our age: for the first time in the history of our globe we all live in a closely interrelated world civilization. Just as we have adjusted reasonably well to the plurality of nationalities, religions, colors, and cultural styles of our own uniquely polyglot population, so we now have to learn to adjust to world-wide pluralism."*

---

be a place for Asian civilizations.

There is much to be learned from studying Asian civilizations. It can provide not only vital background for handling immediate world tensions more skillfully but also lessons in such things as how people can live together under crowded conditions, a situation we in America shall face increasingly.

What the Asians have learned about life should now be a part of our common heritage. Their achievements in self-knowledge, often in the midst of great suffering and disorder, can teach us something about ourselves. And the impressive continuity and stability of their traditional institutions can teach us much about human survival in the face of widespread conflict, starvation, and destruction.

Whatever the apparent backwardness of the major Asian civilizations technologically, their seeming underdevelopment can never be mistaken for immaturity of culture and society. Their social life, their population problems, their political institutions, their economic dilemmas in many ways have anticipated those of the modern West. Their arts, literature, and philosophy in some respects have achieved a refine-

*Teas, readings, discussion, and meditation take place in the Oriental lounge in Kent Hall.*





Viewers studying the Oriental objects in Low Library's priceless Sackler collection.

ment surpassing ours. To the great books of Western civilization in our liberal education program we must now add many more from the East, if only to learn what different things greatness can consist in.

Our academic institutions could benefit from a knowledge of the way book learning itself was carried on in the East. There were, of course, different traditions and attitudes in this regard. But generally it may be said that the *integrative* process was stressed, rather than the *assimilative*. For example, the great Zen Master Dogen commended the study of Buddhist scriptures but urged reading as an active process rather than a passive one. He taught that "you should be sure to *read* the scriptures, and not let them read you"; "stay on top of the Lotus Sutra, don't let it get on top of you."

Among Confucians book-learning and discussion was a life-long process of personal experience and social intercourse. Memorization of the classics only served to get the process started. It was a person's *experiences* in life, his reflections on those experiences in poetry and correspondence with friends, relatives, and teachers, and his

talks about life with contemporaries that gradually evoked from books their real significance for that person, at his point and place in history.

Along with this view of an active, integrative approach to books, there were activities that the scholar or monk of China, Japan, or Korea engaged in that served to complement his book-learning. He combined reading with the writing of poetry, with painting and calligraphy, music and drama, calisthenic or martial exercises, gardening and landscaping, and periods of meditation. It was education in the sense of liberating through numerous disciplines the powers of the whole man. It answered to the many needs of the human personality—*aesthetic, emotional, moral, social, and spiritual*, as well as intellectual.

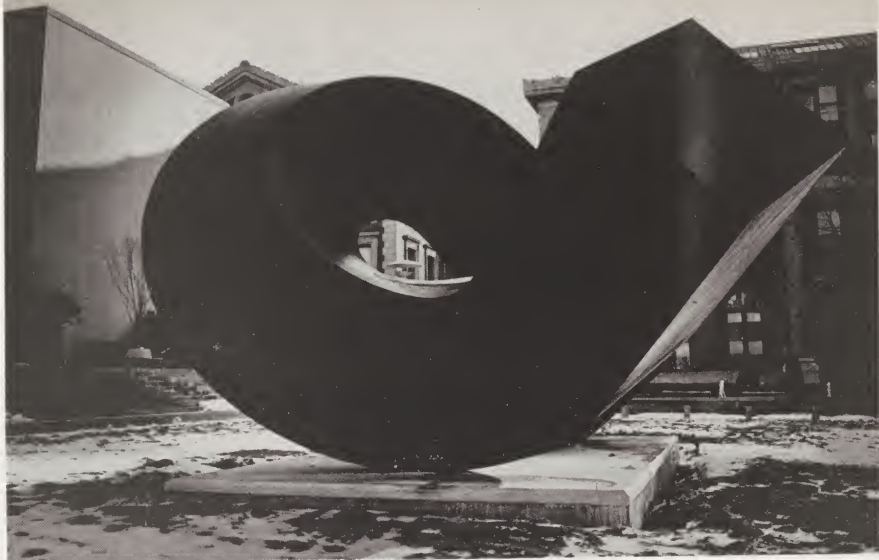
IN SUGGESTING that we search for a new image of man, derived in part from study of civilizations other than our own, I do not mean to project as a goal of our educational efforts some eclectic construct of the cosmopolitan man to which we should all conform. We do need a broader conception of mankind in which every people in the

world will, to some degree, recognize themselves. But this can be achieved only if every people can be themselves first, if they can build outward from a foundation in their own past.

For us as Americans, this involves, inescapably, a basic grounding in Western civilization, and in our own history. We are Americans and start from there, or we make a false start. From there, however, we can move on to discover other civilizations, becoming at the same time more self-critical about our own.

Today no people can "find" themselves, or discover their real identity, except in relation to others. In a multi-cultural world it is impossible even to appreciate one's own past unless its distinctive contributions and comparative limitations can be seen. No national claim, no cultural property, no spiritual authority can be upheld except in a court which does justice to all.

To me, this process of self-evaluation in relation to others, though it may be resisted by both the narrow traditionalist and the activist rebel, represents the natural growth of the great tradition of liberal education in the new age of world community we have entered.



## This Sculpture Does Not Move,

*though it may look that way. The work of Australian artist Clement Meadmore, this fabricated steel abstract called "Curl" was recently installed in the middle of the plaza between Uris Hall and Low Library. An anonymous donor provided the funds for the sculpture. Constantly shifting patterns of form, light, and shadow on "Curl" have pleased and perplexed passersby.*





## ***New Sculpture At Morningside***

Photos by Vladimir Sladon



### **But This One Does,**

*though very slowly. The work of noted British sculptor Henry Moore, this large cast bronze called "Three Way Piece—Points" revolves on a pedestal mounted at the north end of the pedestrian bridge to the Law School. A gift from the Miriam and Ira D. Wallach Foundation, it was installed last year. Seen from several viewpoints, the mottled bronze work can appear soft, forbidding, or slightly erotic.*





## Roar Lion Roar

### *Up, Up Up*

Athletics at Columbia still has a long way to go, but the prospect for improvement hasn't looked so good since the late 1920s.

Things had apparently reached a low point a few years ago. Facilities for sports were disgraceful, university support was minimal, the quality of the athletic staff was spotty, and recruiting was far behind that of all other Ivy schools. In 1966 Dean of the College David Truman, seldom one to allow less than excellence in any area, began to try to renovate matters. In early 1967 the Alumni Association of the College picked a blue-ribbon group of 12 alumni to investigate matters. They did, and found what most people on campus already knew: athletics had been woefully neglected at Morningside for several decades. The group, headed by banker Carl Desch '37, urged in their report in March 1968

that "our standards in sports match our standards in higher learning."

A new athletic director, Ken Germann '43, was brought in. He promptly chose two new aides: Al Paul, one of the football coaches, and Peter Salzberg '64, associate editor of *CCT* and freshman basketball coach. Vigorous new coaches were installed in football, wrestling, tennis, golf, and rowing. The search for scholarly athletes has intensified. New facilities for football, a new soccer field, a 250-foot air bubble for indoor track, new rowing shells, new tennis courts, and other physical additions were quickly made. Only the sorry case of the desperately needed new gymnasium drags on for the sixth consecutive year, with the plans for the new gym in Morningside Park having been dropped because of pressure by zealots and militants. Now there is talk of putting the gym beneath South Field—with consequent new jokes about the

direction of the exhaust vents (toward Low Library? Hamilton Hall?).

Columbia has no intention of going as far in their sports revival as Harvard did a decade ago or as Pennsylvania is doing so ferociously now. But the prospect is for higher quality athletics. Who knows? There may even be a championship now and then.

### *Few Pitchers, Few Hitters*

The Light Blue baseball team posted its first winning season in two years. Playing a 19-game schedule, the Lions finished 10-9 overall, winning three and losing five in the E.I.B.L. competition.

Two top pitchers, junior Terry Sweeney and sophomore John Heyel, sustained arm and shoulder injuries that put them out for much of the season, crippling Columbia's already thin pitching ranks. Then there was the

so-so fielding (42 errors) and the weak hitting (.215 team batting average), as well as a series of minor injuries and personal problems among some players. "This year," said Coach John Balquist '33, "was kind of a nightmare."

The season was not without its heady moments. Columbia beat Army 3-2 for the first victory over the Cadets in five years. And the Lions bested Princeton 3-2, always a delicious conquest. Also, junior Ron Szumilas emerged as a rather fine hurler, working 76 innings in 13 games to lead the team with a 1.89 earned run average and a 4-2 won-lost record.

Coach Balquist loses five seniors this Spring, including strong outfielders Bob Bossom and Frank Stimley. But he will have back pitchers Szumilas, Sweeney, and Heyel, catcher and captain-elect Chuck Assicurato, and shortstop Dennis Graham, who led the hitting this year with a .273 average. The squad will be aided too by a superior freshman team that posted a 5-4 record.

### Muscle on the Water

According to new Coach Bill Stowe, "The Columbia crews were slightly better than in the past, but we still have a good way to go." The 29-year-old, dark-haired Olympic rower has been trying hard to revive the once-glorious winning crews of Morningside. He has been rounding up able-backed fellows and has purchased several new Italian shells, new oars, and a new launch.

Actually the heavyweight crew won 4 of its 6 races, including victories over M.I.T. and Rutgers but were unable to pull ahead of the top Ivy competition. The lightweight were less successful. The heavyweight frosh, stroked by former National Scholastic Sculls Champion Tom Henwood of Philadelphia, were occasionally a delight, as when they won the consolation race at the Eastern Sprints.

### Run Rabbit

Coach Dick Mason's track team received a 250 x 150-foot nylon airdome as a present this winter. Like a field house, the bubble allows indoor workouts in snowy, freezing weather. Well, the dome was late in getting up; and when it did get up on January 16, it



Columbia player fouls one off in Baker Field contest against Army.

collapsed 15 days later—just before a scheduled meet with Rutgers.

The team's season was a bit like that. With pitifully few good sprinters, hurdlers, or vaulters, the squad had great trouble registering victories. There were a few bright spots. Among them: miler Gary Rosenberg, who broke the Columbia record for the mile, set in 1958, with a 4:13.9 run; sophomore high jumper Bill Reed, who won the metropolitan AAU junior and senior championships with 6'6" leaps; and burly Ron Furcht, who consistently won shot put, discus, weight, and javelin points.

There was one freshman standout, Dwayne Dahl. Potentially one of Morningside's greatest half milers, Dahl broke the *University* record for the 880-yard run this spring with a 1:54 effort against Penn and Brown.

### No More Lobs

Watch the tennis team! If ever there was a sport at Morningside that was close to dormancy, tennis was it. Columbia managers didn't even serve orange slices to the parched opposition players. But three years ago, an alumni committee, headed by a devoted, enterprising, psychoanalytic expert on suicides, Dr. Herbert Hendin '46, started prodding Columbia officials. Since then the changes have been amazing.

Physically, the tennis people got several new courts at the edge of Spuyten Duyvil; and an architecturally stunning little tennis club house is soon to be begun. As for personnel, the team has just acquired an outstanding new coach, 23-year-old George "Butch" Seewagen, Jr., one of the nation's top-ranked tennis amateurs. And next year, the freshmen will have one of the strongest squads in the East. Among its ranks: Bob Odasz, Puerto Rico's top young player; Bob Bins of Cleveland, Ohio, the top-ranked Negro junior in the U.S.; and Mark Massey, a superb

Freshman half-miler Dwayne Dahl winning against Fordham. Standout Dahl has already broken the carsity 880-yard record.







Alan Epstein

*Coach Bill Stowe's heavyweights heading for practice. The oarsmen showed signs this spring of returning to rowing prominence.*

player from Shreveport, Louisiana.

This spring the varsity had an 8-11 record and finished 8th in the 10-team E.I.T.L. Captain Bob Donaldson played number one. Sophomores Lloyd Emanuel and Larry Pursont were reasonably strong and should, if they continue to improve, do well next year. The freshmen had their best season in over a decade, 8-2, losing only to Penn and Princeton. They beat Yale for the first time in 35 years. No. 1 player for the Lion frosh was Doug Grunther of Millburn, New Jersey, a steady, fiercely competitive, and still improving player. He could be one of Columbia's greats. Aiding him were Mike Apfelbaum, a capable player who might be top-notch if he can overcome his personal difficulties, and Adam Baumgold, younger brother of captain Buzz Baumgold '68.

### **Way Over Par**

Golf this spring was a disaster. Of 11 matches, the Lions won only 4. Captain Robert Bly did reasonably

well, especially early in the season, but there were few other accomplished golfers to aid him. Worse, only Don Kronig of Philadelphia, among the freshmen golfers seemed like a top prospect. However, Coach Peter Salzberg, who just took over the reins this spring, has succeeded in attracting seven good linksmen, including two state champions, to the College next fall. If he can bring them along, and add each year a like number of fine, young golfers, he could conceivably catapult Columbia into an Eastern golf power.

### **Check!**

Once Columbia ruled the Eastern college chess world. But recently things have skidded somewhat. Then Sal Matera, former U.S. Junior champion, came to the College last fall, and together with Bob Loft and club president Bob Avery, sparked the Lions to the Ivy title on February 7-9 in Princeton, New Jersey. Even chess may be on its way back.

### **Winter Wrap-Up**

Basketball, under the talented direction of Jack Rohan '53, had a 21-4 season but lost the Ivy crown to Princeton. Next year, they will have back Jim McMillian, Heyward Dotson, Bruce Metz, and Elliott Wolfe. Only captain Roger Walaszek graduates from the starting five. And they will be joined by transfer student Bob Gailus, a 6'7" player of great agility.

The fencers had what was for them a terrible season. With only one returning letterman, several students dropping off the squad because of personal hang-ups, and the best epee prospect, Lawrence Rodman, transferring to Princeton to escape Columbia's SDS rioters, Coach Lou Bankuti was able to put together only a 5-5 season, the worst in years. Only Tony Kestler, a brilliant sophomore foilsmen, showed the kind of talent and dedication that have made the Lions the fencing champions of America so often in the recent past. Kestler won the NCAA title as the best collegiate foilsmen in the nation.



Sprinter Horace Lane, the only bright spot in swimming's woeful season.



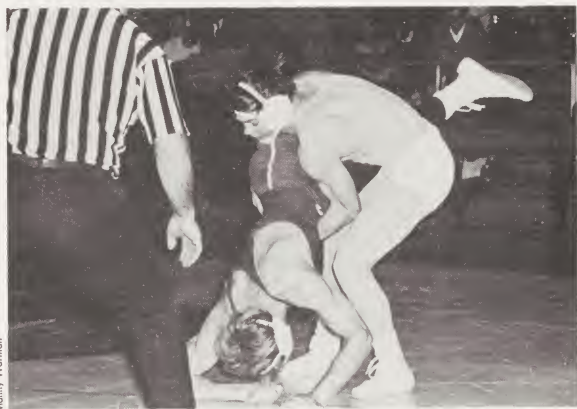
Doubles team of Menaker (left) and Donaldson in action. The Light Blue netmen are driving for an Eastern title.

The freshmen? They were 7-3. We saw a dazzling sabreman, Bruce Soriano, who has the makings of a national champion, and two fine foilsmen, Robert Berger and Gary Pepper.

Swimming had a woeful 2-12 season, despite many great personal efforts by talented sprinter Homer Lane. Swimming, along with track, remains among the unregenerated sports at Morning-side.


The most delightful surprise is *wrestling*. New coach Jerry Seckler, a most able wrestling teacher, is determined to have Columbia be, as he put it, "a consistent Ivy power and a frequent Eastern power." He has a great young assistant, Coach Vincent Fitz, and the makings of a really good squad. Next winter, he will be without seniors Wayne Darling, the hard driving captain, and James Lu; but he will have back Mike Quinn, one of the best wrestlers Columbia has had in recent years, Bob Wingate, and two rapidly improving sophomores: 167-lb. Dennis Haggerty and 191-lb. Steve Baxter. But the real boost will come from the freshmen, who were 7-2 for the season and tied for the Frosh Ivy championship. At least four of the first-year grapplers—123-lb. Roger Campbell, 130-lb. Joe Harris, 152-lb. Warren Cook, and 160-lb. Pete Succoso—looked very promising indeed. If Coach Seckler can only

Captain-elect Bob Wingate dumping Rutgers' Mike Brown. The wrestlers, too, are making a powerful bid for Eastern eminence.



find some talented big men—the team is weak in the heavier weights—the Lions could be an Ivy power in a year or two. Incidentally, the 10 weight categories of college wrestling have been altered. Instead of 123, 130, 137,

145, 152, 160, 167, 177, 191, and heavyweight, they will next year be 118, 126, 134, 142, 150, 158, 167, 177, 191, and heavyweight. Since the weights have been lowered slightly, this could help Columbia.



# Up, Up, And Away

**I**F YOU WERE TO WALK by the East Gate of the Columbia campus, at the corner of College Walk and Amsterdam Avenue, at 7:00 on any Saturday morning in the autumn or spring, you would probably see 15 or so students, male and female, dressed in baggy blue jeans or Tyrolean knickers, and heavy sweaters, wearing stout shoes or sneakers, and carrying khaki packs on their backs. They would be standing in front of Vic and Katie's, a popular, below-the-sidewalk restaurant with red-checkered table-cloths. Shortly after 7:00 a.m., the students would pile into three cars, drive north along the Hudson River about 70 miles to New Paltz, N.Y. on the west bank of the river, and then head west a few more miles to the foot of a six-mile range of hills called the Shawangunk (pronounced *Shewahngunk*) Mountains. At a place called the "Uberfall," they would park their cars, and take from their packs such things as metal spikes, metal links, and lengths of rope to prepare for a climb past huckleberry and rhododendron bushes, hemlock and oak trees, to the sheer, rock face of a cliff that rises 200 feet vertically like a wall of skyscrapers.

The students are members of Columbia's Mountaineering Club, a three-year-old campus organization dedicated to the rugged art of rock climbing, walking through wilderness areas, exploring caves, canoeing, and even such activities as snowshoe racing and parachute jumping.

To outsiders, most rock climbing looks about as easy and safe as climbing up the side of the Empire State Building. But, according to Charles Bookman '70, a sinewy New Yorker

Robert Lee Smith

Roy Kligfield '72 climbing in New York's Shawangunk Mountains.



*A small but growing number of Columbia students are attempting to unite their intellectual pursuits in the city with frequent expeditions into nearby wilderness areas.*

with dark hair and wire-rimmed eyeglasses, who is the club's current president, "It takes about an hour of instruction, then your only instructor is the mountain." David Ingalls '68, Bookman's predecessor as president and his roommate in an off-campus Riverside Drive apartment, adds, "Our club has never had a single accident. Rock climbing is far safer than, say, skiing."

Rock climbing, or the scaling of rock mountains, is done with the aid of *pitons*, metal spikes with an eye at one end, that are driven into cracks in the rocks. "A well-driven piton can support between 1,500 and 4,000 pounds of weight," says Ingalls. Attached to the pitons are metal snap links called *carabiners*, through which rope passes freely. (Novices learn the correct knots in their first hour of instruction.) The rope is a special nylon kind, made in Europe specifically for mountaineering, and the two, three, or four persons who climb roped together *belay* it around their bodies, thus protecting each other in case of a fall. According to Ingalls, "the trick is in knowing where and how to place the pitons."

Surprisingly, climbing down a cliff is harder than going up because the climber cannot see where he is going. The primary way of going down a steep cliff is by *rapelling*. By this method the climber wraps the rope around his torso in a special way, then lowers himself gradually, keeping one hand on the rope as a brake.

Bookman claims, "A very important element in rock climbing is keen judgment, knowing exactly what you can or cannot do, knowing what you should do." He says the only way to improve is through frequent practice. "When you

find yourself doing something harder than you thought you could, it's a beautiful experience. It makes you start climbing harder."

THROUGH THE YEARS Columbia has had Outing Clubs form, last for a few years, then melt away. And the University has occasionally had in its ranks some of the world's best mountain climbers. For examples: Professor Hirschel Parker '90 of Columbia's Physics Department, who three times just missed being the first man to reach the top of Alaska's Mt. McKinley, the highest peak in North America; and Engineering Professor Allen Carpe '19, who died on top of Mt. McKinley in 1937 investigating cosmic rays at 20,000 feet, and who was regarded as one of the nation's foremost mountain climbers of his day.

The Columbia Mountaineering Club was formed in the early spring of 1966 by Ingalls, a broad-shouldered outdoorsman of gentle and amiable disposition, and Gordon Jacoby, a graduate student in the geology department. Ingalls, who grew up in the Hudson River town of Dobbs Ferry, N.Y., had joined the Appalachian Club at 14, and was fairly accomplished at both "back-packing" (extended and sometimes gruelling hiking for several days and nights) and "technical rock climbing" (complicated ascents and descents on difficult, steep cliffs) before coming to the College. The two climbers quickly discovered a dozen other people on Morningside who either had had climbing experience or were eager to learn the art. Most of them were males, chiefly geology majors in the College and graduate school.

In 1967-68, however, the Club leaders decided to broaden the range of their activities and increase their membership. They added caving, canoeing, and hiking on trails through some of the little-known, beautiful, wild areas near New York; and they put on what Bookman describes as "a fierce recruiting campaign" at Barnard. Three instructors in the Mathematics department joined the club and several young College alumni like Eric Rosenfeld '61, Arno Vosk '65 and Frank Rosenthal '65 came aboard. A program of how-to-do-it lectures and enticing slide shows and films was added for the interested but nervous prospects. Training and instruction was arranged for each novice member.

This year, the Club's third full year, there are about 60 regulars, nearly one-third of them coeds, and about 250 mailing list members who turn out now and then. Mountaineering Club dues are \$3 a year, but Bookman says, "We don't make any great effort to collect." The program now is large and varied.

For the rock climbers, there are expeditions to the Shawangunks; the Seneca Rocks, spectacular 400-foot twin fins of rock in northeastern West Virginia that, along with the Shawangunks, offer some of the best sheer cliff climbing in the East; Ragged Mountain in central Connecticut (hangout of the Yale Mountaineering Club); and even a winter climb up Huntington Ravine at Mt. Washington in New Hampshire, site of the best climbing on steep, slippery ice outside of Alaska. There was a Christmas holiday trip to Mexico to climb the three highest peaks in that country, but it never got beyond Bristol, Tennessee, because a



Charles Bookman

*Members of Columbia's Mountaineering Club on a caving expedition last fall.*

truck ripped the door off the climbers' parked car. This summer (1969) the Club will undertake an audacious climb up the West Buttress of Mt. McKinley in Alaska. (Last summer a few in the club, joined by two Yale men, spent five weeks climbing Mt. Logan, the continent's second highest peak, in the Yukon Territory.) All of these trips will be led by knowledgeable climbers like Ingalls, Bookman, James Driscoll '71, Richard Thierolf '70 and talented College freshman Roy Kligfield.

Then there are the backpacking expeditions through the Adirondacks, Catskills, along the Appalachian Trail, and the White Mountains of New Hampshire, led by experienced campers like Ingalls, Arno Vosk, and Robert Smith, an alumnus of Columbia's Graduate School of Social Work. For the hikers and scenery lovers, Barnard junior Linda Linday and Engineering student Julius Bede, among others, are showing walkers the beauties of the Hudson Highlands, the Bear Mountain area, and the hills of western Connecticut. Jack Yatteau '70, the Club's expert caver, and Richard Bertholdsdorf, a graduate physics student, offer trips through some remarkable West Virginia caverns. Tom Kennedy, a law student and fine canoeist, leads some wilderness canoeing through the Great

Swamp of New Jersey, as well as some whitewater shoots down various rivers. And, in mid-February, Alice Kyhl, a hardy graduate of Barnard and a graduate student in geology, took a small group cross-country skiing to the top of Mt. Marcy, New York state's highest peak.

Bookman has also planned a Spring vacation journey to Georgia's Okefenokee Swamp. He hopes to camp on an island in the middle of the swamp. "It is a good place for fishing and photography; and we'll be able to see all sorts of interesting things—from wolves to coral snakes."

Club members pay their own way. Most weekend trips cost about \$10, primarily for food and transportation. Student outdoorsmen also pay for their own equipment, though older, experienced members often lend beginners nearly all they need.

**W**HY DO THEY do it? Ingalls, a philosophy major in the College, says the answer is simple: "We just love the outdoors and find raw nature can be incredibly beautiful." We asked Ingalls if he was an ardent conservationist, a Sierra Club type. He said yes, but added, "Much of conservation planning today is based on population growth projections, sociological factors, and statistics. I'd prefer it if they were

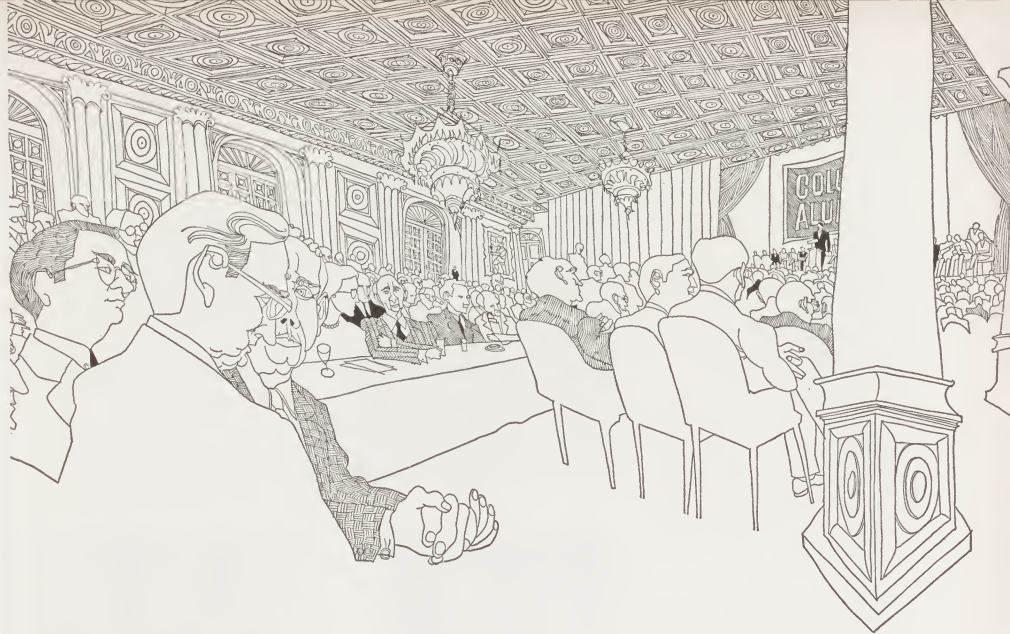
more concerned about aesthetics, by the sheer beauty of some areas, as in Teddy Roosevelt's day. In high school, John Muir was an idol of mine, and I still like his approach to nature."

Bookman finds more of an intellectual challenge in a sport like rock climbing. "It takes great concentration. It's like playing chess; there are an almost infinite number of ways to climb up, and you have to pick the one or two ways that will get results. Climbing is as much an intellectual challenge as a physical one." Bookman came to the club after he spent the summer before college working for the U.S. Forest Service clearing trails and improving trout streams near Santa Fe, New Mexico. He joined Columbia's mountaineers because "the change in life from the New Mexico forest back to New York City was too much to bear."

To listen to Ingalls and Bookman, the future of the Columbia Mountaineering Club seems bright. They point to the re-discovery of nature by an increasing number of young people, and the new desire for simple living with close friends in a beautiful place. They can point, too, to the disillusionment of some with both city life ("too high-pressured, and artificial") and suburban life ("too status-conscious and phony"). "During almost any fair-weather weekend you can now find 200 or more persons climbing in the Shawangunks," says Ingalls.

The College pair hope to be able to start a Mountaineering Journal at Columbia next year. And they would like to see the Club officially recognized as an athletic activity at Columbia. "That way," says Bookman, "we could get some financial help for equipment, and we could get physical education credit for mountaineering, the way the mountaineering club students at Dartmouth and Harvard do."

Also, the Club leaders, remarkably free of generation hang-ups, would like more alumni members and support. Mountaineering is not exclusively a young people's sport like track or football, they contend. (Interested alumni, and alumnae, can write to Miss Alice Kyhl, 605 Schermerhorn Hall, Columbia University; or call Miss Kyhl at (212) 280-4530.) "Tramping through nature," says Ingalls, "is not only exercise for the mind and muscles. It's good for the soul."



## Talk of the Alumni

### *Into the Mainstream*

One of the finest black artists in the nation is Charles Alston '29. Along with other black artists like Romare Bearden, Jacob Lawrence, Charles White, Hale Woodruff, Aaron Douglas, Norman Lewis, Richard Hunt, and John Rodin, Alston works hard to portray and evoke through paint, pen, and chisel—without the easier exposure of many white artists. This past winter, however, New York's Gallery of Modern Art turned over most of its rooms to some of his work since 1950—54 paintings and 3 sculptures—and we studied the exhibit and then visited Alston at his studio in the Art Students League, where he is on the faculty.

Two things struck us about his work: its experimentalism and its serenity. Though none of his work is imitative, we saw cubist-canvases, bold Franz Kline-like black and whites, a lively, slashing portrait of a female pianist called "Blue Song 1958," and a searing, rigid sketch of a half-naked black

youth against a fire-red background called "You Really Didn't Mean It, Did You, Mr. Charlie." Later, Alston told us, "My art is always experimental. It's no fun otherwise."

But there is also great calm amidst the frequent power. Whether it is a layered blue, red and green abstract like "Hudson River No. 1, 1965" or a large, stunning work with hazy, brown figures moving forward through a sea and space of murky white ("March, 1965"), Alston has found a way of invoking feelings of dignity. "My pictures are usually not too dynamic. I try rather to make them stately and monumental," the artist says.

Alston began drawing as a youth, and while at the College he did sketches for the *Morningside* (a literary review), *Jester*, and *Columbian*, as well as cutting up some at Alpha Phi Alpha. Born in 1907 in Charlotte, N.C., the son of a clergyman, he won a Dow Fellowship at graduation in 1929 and earned an M.A. in art at Columbia in

1931. During the Depression he taught art, worked as a Harlem youth director, and painted. "I guess my chief influences then were Picasso, Modigliani, and Piero della Francesca, whom I regard as the greatest painter of the Renaissance."

In 1939 he won a Rosenwald Fellowship, and started winning some big prizes. Before long the museums started buying his work: the Metropolitan, the Whitney, and the Museum of Modern Art in New York, and several out-of-town places. He did magazine illustrations, murals (he's completing one in Harlem Hospital now), and portraits. Since 1950 he has taught at New York's Art Students League, and is now an associate professor at C.C.N.Y. too.

What about "black art"? Alston says, "I don't believe in any such thing." He adds, "I don't believe in anything that segregates, that entrenches a ghetto. The new emphasis on black pride and independence is absolutely necessary, but the demands for a return to sep-



aratism are mostly silly." The 62-year old artist, whose wife is a physician, wrote for the Gallery of Modern Art brochure:

As an artist, formed culturally and environmentally in the traditions of Western man, I am intensely interested in probing, exploring the problems of color, space, and form which challenge all contemporary painters. However, as a black American who sincerely believes in the ideals upon which this country was founded, I cannot but be sensitive and responsive in my painting to the injustice, the indignity, and the hypocrisy suffered by black citizens.

This ambivalence of involvement is the unique predicament of the black artist in America today. It is, for that matter, the predicament of *any* artist, black or white, who is concerned with the dignity of man. It is the Ivory Tower and the "Nitty Gritty." Art is the pursuit of truth as the artist perceives it. Picasso's *Guernica* shows us that it can also be a powerful and effective weapon in the struggle for human decency.

### A Sculptor's World

Another College man and artist who has had prominent notice this past year is the renowned sculptor-designer Isamu Noguchi, Class of 1927. He has left his distinctive mark on such diverse things as the city of Hiroshima, the Chase Manhattan Bank, the National Museum in Jerusalem, and the Martha Graham Dance Company.

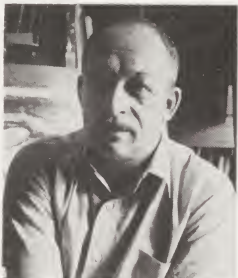
The publication of his autobiography *Noguchi: A Sculptor's World* and an exhibit of paper lanterns at the Cordier-Ekstrom Gallery this past winter prompted us to visit Mr. Noguchi. He met us at the gallery, which has 18 of his "shapes of light," all of them white and each sculpted into attractive prisms, spheres, cubes, and ellipsoids.

"I'm not really an alumnus," Noguchi quickly told us. "I was at the College for two years only." In his autobiography, we had read of his early life in America. Son of a Japanese father and an American mother, he came to the United States, alone, in 1918 to attend school; but instead worked for four years with Gutzon Borglum, the sculptor who created Mt. Rushmore's heads. Noguchi enrolled at Columbia in 1923, in a pre-medical program, living off-campus in "a storage closet" at Riverside Drive and 103d Street and hashing in a restaurant on Broadway and 72d Street to pay his bills. In his sophomore year, his mother

joined him and he moved into an apartment in Greenwich Village.

While taking science courses, he met Onorio Ruotolo, a teacher of sculpture, who persuaded him to return to sculpting. He did, and left the College in 1925. Two years later he won a Guggenheim Fellowship and went to Paris to study with Brancusi.

We slid into his car and drove across the 59th Street Bridge with him to his studio-apartment in nearby Queens. He told how he has always tried to work close to nature's forms, to "balance spirit with matter." He spoke about limits, too. "Young people are worried today because they have no limits. They can do anything. But everyone needs some limits. Any new artist has to set his own limits, to create his own genealogy."



Artist Charles Alston '29 (above) and his painting "Black Man and White Woman—USA" (right).

We arrived at his studio, a large one-story brick building in an industrial section of Long Island City. He explained that he lives and works in an industrial area because he can make all the noise he wants. His studio is a craftsman's dream and a curator's nightmare. Several dozens of his sculptures and drawings are scattered, propped, and stacked around the studio in perilous disarray. But his tools are kept in meticulously neat rows, by function.

He served us some tea, and we asked him about his early mentor, Brancusi. "He had the ability to sculpt a timely object timelessly," he recalled. We inquired if there were any modern artists he admired. "I like Claes Oldenburg," he said, referring to the "Pop" artist who makes large plastic cheese-



"Jomon," (left), a Japanese granite work by sculptor Isamu Noguchi '27.



burgers, soft vinyl telephones, and the like. Noguchi said he sees timelessness in Oldenburg's work too. Noguchi, we thought, was exceedingly courteous and rather taciturn and soft-spoken.

Has he ever been asked to do anything for Columbia? Noguchi said that he had turned down an offer to do a sculptural design on the facade of Uris Hall. "I told them it was inappropriate to just tack something onto the building. But I did suggest a plaza in front of Uris Hall, with fountains and sculpture." Now there is such a plaza, with sculpture and fountains—but not by Noguchi.

## The Fun of Playwrighting

One young alumnus has burst upon the New York theater world like a water bomb. He is Michael Terrence McNally '60, a 29-year old playwright who writes plays, a N.Y. *Times* writer said, "the way most people eat breakfast."

During the past year Terrence McNally has had three short plays off-Broadway, a Broadway production, a work performed at Cafe La Mama, and a play on National Educational Television. He has also just had a collection of his plays published by Random House, has completed a full-length drama for this summer's Berkshire Festival, and has had offers to do movies and other plays. Since McNally served as associate editor of *Columbia College Today* in 1965-66, we decided to chat with him to find out about his literary outburst.

We met him at Henry Miller's Theater, where "Morning," "Noon," and "Night" were playing. (McNally wrote "Noon.") Looking boyish and clad in a baggy navy blue sweater and corduroy pants, he suggested lunch in a nearby restaurant. We congratulated him on his splashing arrival; he countered, "I don't think I've arrived. I haven't written enough plays yet, nor enough kinds of plays."

While eating *wienerschnitzel* and sipping a Bloody Mary, he told us that he started writing plays with a Columbia Varsity Show in 1960. His only other exposure to drama was Eric Bentley's courses in classical and modern drama. "Nothing bores me more now than discussing Ibsen or Brecht, but I'm glad I studied drama at that level in college."



Playwright Terrence McNally '60 is having a blazing year.

McNally, a native of Corpus Christi, Texas, won the College's Henry Evans Traveling Fellowship and went off to Mexico to write a novel. He never finished it, but the next year he joined Actor's Studio as stage manager for the playwright's unit. Then came a year in Europe with John Steinbeck and his two teenage children; a year of writing a short play and "Things That Go Bump in the Night," produced in 1964 at the Tyrone Guthrie Theater in Minneapolis and brought to Broadway shortly after; and a year at CCT. In 1966 he received a Guggenheim Fellowship, rented a house up north on the Hudson River and began writing very seriously. Several of his plays produced this year were written there. He said that, "The most fun for me, I learned, is to be alone and write."

A few weeks later we dropped into his small, three-room apartment on West Eleventh Street. McNally taps out his new plays here on an old Remington typewriter while sitting on a straight-backed chair with a pillow to soften the seat. He was surrounded by walls of books. Next to the typewriter was the *Shorter Oxford English Dictionary*. He said he never works on more than one script at a time and usually "goes into rehearsal with the first draft." Once on stage, revisions are made. "Some things look good on paper but just don't work in performance," he acknowledged.

The critics think his plays—"Sweet Eros," "Witness," "Noon," and "Next"—are dramatic, disconcerting, and often wildly funny. A few think McNally is the most promising young comic writer for the stage around. A few others find that he sometimes shows bad taste, by showing homosexuality on stage or having a completely naked character, as in "Sweet Eros."

McNally sees his plays as metaphors. "Most good plays, I think, are metaphors. Moral outrage at human affairs leads to preaching, and few people like to be preached at." The person who McNally feels has influenced him the most is film maker Michelangelo Antonioni, who uses metaphors boldly. "I don't know of anyone at present who has the same remarkable world vision."

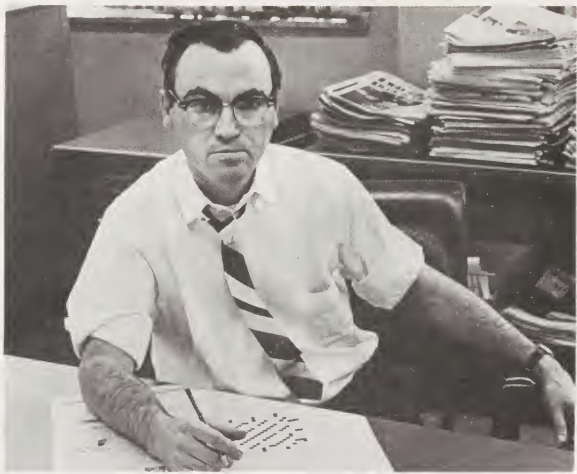
## New Trustees

Three College graduates have been named to the Board of Trustees at Columbia. Two of the appointments were as Life Trustees: Harold Rousselot '29, prominent investment broker, one-time campus leader and lightweight crew standout, and extremely active alumnus; and Lawrence Walsh '32, noted lawyer, attorney general, judge, public servant, and currently Henry Cabot Lodge's first deputy in the Paris peace talks with Vietnam officials.

The other person named is Robert Lilley '33, who was elected an Alumni Trustee, a six-year term. Mr. Lilley is president of the New Jersey Bell Telephone Company and he was chairman of New Jersey Governor Hughes' commission to explore the causes of Newark's riots of the summer of 1967. The Commission's report has received widespread favorable notice.

## New Kind of News

One of the most unusual, and the best, newspapers in the United States is a weekly sheet, the *National Observer*. Its editor since the paper's birth in early 1962 has been William Henry Giles '50, an intellectual, a chain smoker, a shirt-sleeves executive, an impassioned talker, a fine writer, and a person who mixes philosophy with profanity. His office is full of his paper's awards—from the N.E.A.'s 1965 National School Bell Award for distinguished education reporting to the



David Friedman

National Observer editor William Henry Giles '50 started a most unusual newspaper.

American Society of Journalism School Administrators 1968 award for exceptional coverage of the Federal government. We spent a day with Giles recently in the paper's offices in White Oak, Maryland, outside Washington, D.C.

"When we started this paper we had to get right down to what really is the news about America. The idea was Barney Kilgore's (the late chairman of the board of Dow Jones & Co.). He had the notion that the famous trend features that appear daily in the outside columns of the front page of the *Wall Street Journal* could be done about everything from civil rights to sports. So instead of buying a TV station, he started the first national weekly newspaper. Man bites dog is not news with us. Unlike many of the weekly news magazines that often do fill-ins on what the daily newspapers have already reported, we uncover our own news, we originate. Basically, we try to tell our readers about things going on that affect them and other people *indirectly*, like pollution, education, urban renewal—the sneaky but important developments. That means that we do lots of unsexy stuff: the growing sewage problem, the impact of zoning laws, consumer safety (which we got into before Ralph Nader did). To

make up for the lack of violence, sex, and scandal, we try to write sexy headlines and keep the quality of our writing very high. This is easier to do with a weekly paper. We write contemporary history and sociology for the layman, in a sprightly style.

"This means that we need an unusual staff of reporters—intellectual, imaginative, and literate. We like to write stories with our heads, not just with our hands and feet. I think we have a staff as good as any in the country. We pay them well, let them travel to chase stories, and rewrite their prose as little as possible. Every Tuesday our whole staff of 56 has a 'Happy Hour,' which sometimes inspires great ideas for pieces. Our paper has no big bureaucracy; we're very informal. When we started the *Observer*, we searched for talented young guys who hadn't picked up all the bad habits of traditional journalism. Of the 22 reporters we started with, 16 are still with us. We get nearly 200 applications a month to join our staff.

"We work furiously at innovations. We tried one of our science writers on the World Series—and got a great story. We'll put a fashion story on page one if it's first-rate. We try never to get sucked in, whether it's a government report or the youth craze. For in-

stance, we've been critical but slightly hawkish on Vietnam. Why? Because Communist sponsorship of insurrections in many backward countries is a brutal fact that this nation has not squarely faced up to yet."

Bill Giles told us that he was born in Plainfield, New Jersey, and that he wrote for his high school paper, for a Navy newspaper while in the service in 1945 and 1946, and for his home town paper. When he came to the College he joined *Spectator*, the campus daily, but quit after a few weeks thinking the staff full of "junior G-men and unworldly kids." He was much happier doing serious, scholarly investigations in his government courses, especially one for Professor Lawrence Chamberlain, who sent him to study such things as slum housing. After College he went to Columbia's Graduate School of Journalism, which told him of an opening at the *Wall Street Journal*. "Seven of us went down, and all seven of us were hired!" He did reporting, copy editing, rewriting of features, and the "World-wide" column. "Then in 1958 I decided I had had enough of being a desk jockey and asked to be the Southwest editor in Dallas. I had a ball for three years, digging up fascinating stuff in Texas, Cuba, and all over South America." In 1961 the 34-year old newsmen was made the *WSJ*'s news editor in Washington. "I had just moved to Washington with my wife and five kids when I got a call from New York asking me to head up their new 'special project.' I was stunned they hadn't chosen an older guy; but I guess they liked me because I was a restless fiddler, always looking for fresh stories, different angles, better writing."

The *National Observer* has a circulation of nearly 600,000 now, despite the fact that numerous experienced journalists thought it would fold quickly. Why hasn't it? One reason is its quality. But two other are its readers and Dow Jones. Its subscribers (only 10% of its sales are on newsstands) are strikingly well educated, cultured, traveled, and affluent, according to a 1967 survey; and this group is expanding in America. Also, its readers are astonishingly well distributed in age; as many people under 25 as those over 55 read the weekly. Somehow the paper has miraculously bridged the generation





David Flounden

Former Air Force Secretary Harold Brown '45 is the new president of Cal Tech.

gap. And Dow Jones has let it alone and picked up the annual deficits, which are diminishing but still considerable.

We talked with several of the *Observer's* reporters, and they all seemed to admire Giles. Said Jerry Footlick, an education and culture expert, "Bill is a great editor. He's driving but unassuming. He has fantastic insight into human affairs and a sure news sense. He's a superb re-writer. He wants us to do the equivalent of five or six *Time* or *Newsweek* cover stories each week, and we do." Says Giles, "I wish I didn't have so much management work. I'd rather write about what's happening to this land and the American people."

### Into the Fire

Among the numerous Columbia men who have left Washington in the political turnover is Harold Brown '45, the Secretary of the Air Force in the Johnson administration. He has been chosen as the new president of California Institute of Technology.

Another to become a campus president is political scientist Victor Rosenblum '45. He has taken over the reins at Oregon's Reed College.

### On the Nixon Team

As might have been expected, not too many Columbia alumni have gone south to Washington to join the Nixon administration. We do, however, know

of three such persons. One is Arthur Burns '25, Professor of Economics at Columbia, who has become Nixon's chief economic adviser. Another is Eugene Rossides '49, a brilliant New York lawyer and ex-Columbia football great, who has become Assistant Secretary of the Treasury. The third is Richard Capen '56, a California newspaper executive and writer who was voted San Diego's "Outstanding Young Man of the Year" in 1967, who has become Deputy Assistant Secretary of Defense.

### No More

Three unusual alumni have died recently. The most noted is Frank Diehl Fackenthal '06, who was for years possibly the key administrative officer at the University. Secretary of the University at the early age of 27, Provost for 12 years beginning in 1937, and acting president of the University from 1945 to 1948, Dr. Fackenthal, who never married, gave most of his life to Columbia. At his death last September 5, he left more than \$500,000 to Columbia, most of which is to be used for scholarships at the College.

On May 2, Rudolph von Bernuth '04 died. A crusty and unashamed fun and sports lover who never failed to wave his handkerchief vigorously during the singing of the College's Alma Mater song, he was regarded by many as "the last of the old grads." As an undergraduate he played four sports, graduated near the top of his class, and helped start the Nacom Society. "Pop" didn't miss a Homecoming since Baker Field was built 46 years ago. He had been a partner in the law firm of Gould & Willkie since 1918.

The third alumnus was much less close to Columbia affairs. He is Cornell Woolrich '25, the leading mystery writer who wrote the stories for such movies as "Rear Window" and "The Bride Wore Black." He wrote his first book during his senior year at the College and in 1927 won a \$10,000 literary prize for his second book. Although he lived almost as a recluse, he apparently kept a fond place in his heart for Columbia. On his death last September 25, he willed his entire estate, about \$850,000 to the University for scholarships for "deserving college or graduate students who are interested in entering upon a career of writing."

### To the Young

Two young College alumni have been honored lately. One is Roald Hoffman '58, who won the American Chemical Society Award in Pure Chemistry (\$2,000) for 1969. Already a full professor at Cornell, Dr. Hoffman has done brilliant work in the predicting and verifying of all sorts of chemical principles, reactions, and conditions.

Another, Stanley Joel Rieser '59 has just been named the first Instructor in the History of Medicine at Harvard's Medical School. The holder of an M.D. degree from S.U.N.Y.'s Downstate Center and an M.P.A. from the Kennedy School of Government at Harvard, he is the candidate for the doctorate at Harvard in the history of science. He is also the author of a forthcoming book *A Documentary History of American Medicine*.

### Alumni Get a Chief

For several years Columbia has been one of the few leading American universities with no experienced person to lead either its alumni work or its fund-raising. Now Acting President Cordier has named Harold Emerson '50 Vice President for development and alumni relations.

Mr. Emerson, a former Air Force lieutenant, and a campus leader during his undergraduate days, has served as Executive Director of the University's extremely successful International Alumni Programs since 1962.



Harold Emerson '50, Columbia's new Vice President for Alumni Affairs.

# A Song, A Show A Style of Life

by MORRIS W. WATKINS '24

*Here's the strange, inside story of the birth of the College's best-known song  
and the three men and the times that produced it.*

THIS IS A STORY about a Columbia song, "Roar, Lion, Roar," and the Varsity Show which brought it into being. The song's original title was "Bold Buccaneers." The year was 1923, and the show, co-authored by Perry Ivins '18 and Corey Ford '23, was *Half Moon Inn*.

Flashback to a notice in *Columbia Daily Spectator*, April 4, 1923:

Concurrent with the preparation of a new edition of the Columbia Song Book, which will be published just before Commencement by the Song Book Committee of the Alumni Federation, there has been announced by the Board of Directors of that organization a Columbia Song Contest with a prize of \$100 . . . Under the conditions governing the contest, the undergraduates, alumni, and faculty of the University are eligible to compete. Songs to be submitted should be in march tempo, suitable for football or general use. The final date for receipt of manuscripts will be mid-night of May 1.

In making their award, the judges

will consider the combination of the words and music as a unit. While songs entered in the competition may be the work of a single individual, or of two or more individuals in collaboration, the work must be entirely new and original, as no adaptation will be considered.

A condition of the contest was that the words and music of the winning song would become the property of the Alumni Federation. The judges, as named by the Chairman of the Alumni Reunion Committee, Rogers H. Bacon '96, an alumnus fondly remembered by generations of Columbia men, were to be William Reddick of the University of Cincinnati, Kenneth S. Clark of Princeton, and James W. Walker '91.

About a month before the above announcement in *Spec*, the curtain had gone down in the Hotel Astor Ball Room on the six-performance run of the 1923 Varsity Show, *Half Moon Inn*. The final chorus of the last act was "Bold Buccaneers," with verses by

Corey Ford, music by Roy Webb '10 and Morris Watkins '24.

"**BOLD BUCCANEERS**" was conceived in haste, and its period of gestation was exceedingly short. One night, about two weeks before the opening of the show on March 20, Roy Webb (more about this gifted musician later) and I were leaving Earl Hall after a rehearsal. As we went down the steps, Roy, in his typically quiet manner, said, "We need a final chorus. Let's write one." In a state of instant shock I asked, "You mean right *now*?" "Yes," he replied easily, "they do it all the time in tryouts of Broadway shows. Let's go over to your room and bang it out." (The past six months came to my mind, during which time I had squeezed out six or eight songs for this musical.) And Roy was saying a new song could be written at one sitting!

We went to my room in 533 Hartley

where I had a rented upright piano. The hour was around 10:30. Out with the music paper, and ready for a composers' conference. Obviously the music was to come first, and author-lyric writer Corey Ford was as yet unaware that he would have another job to do on words if this piece were miraculously to get finished. There being no words as a guide, Roy and I would have to bring the music out of the blue (light blue, of course).

Shall it be a march? Yes, and since it's to be the finale, let's make it a rouser. Verse and chorus? Indeed, yes. And now, the big one: Who writes what? Well, let's play it by ear and see what happens. End of conference. Beginning of music making.

It is difficult, if not impossible, to recall the successive steps taken. Each of us tried things out on the piano and experimented vocally, testing the melodies, phrases, and harmonies which for the moment caught the ear, all the while remembering to stay within the form scheme of a march. So it went. And when something was agreed upon and made to fit, it was a relief to put it down on paper as final.

A full article, rather than a paragraph, is what Roy Webb's productive career deserves. Composer of musical shows, conductor for the Brothers Shubert on Broadway and on the road (*Wild Flower*, an Arthur Hammerstein production, music by George Gershwin and Herbert Stothart; *The Garrick Gaieties* by Richard Rodgers '23 and Lorenz Hart '18; *The Connecticut Yankee*, another by Rodgers and Hart, and the Dillingham production of *Stepping Stones* with Fred Stone, his wife and daughter Dorothy); writer of music for more than 300 films in Hollywood (including *I Remember Mama*,

*Abe Lincoln in Illinois*, *Murder, My Sweet*, *Notorious*, and *Marty*).

Skillful colorist in the making of orchestration and arrangement, he had become thoroughly versed in the know-how and techniques in the world of the musical theatre. He gladly and voluntarily contributed to the Varsity Show for more than a dozen of his early years, as composer, music coach, orchestrator, conductor, and as member of the Play Committee of the Columbia University Players. Those of us who as undergraduates were the beneficiaries of his careful and effective teaching, and of his kindly and persuasive spirit, had cause for gratitude. He inspired among us friendship and loyalty which remain steadfast today.

But back to 533 Hartley . . . The hour was around 2:30 in the morning, and what to one of us had seemed to be an impossible accomplishment, had happened. The song (without words) was finished in piano copy, thence to be treated by orchestration under the skilled hand of practitioner Webb. I was delegated to give the music, or a working copy of it, to partner Corey Ford for his magical ministrations in versification.

Corey recalls (total recall, I'd say) the experience of writing the lyric: "I hammered it out on a battered Underwood in my room at the Deke House the night you gave me the music, pausing frequently to run downstairs and ask Henry Stewart [class of '23, another partner in the writing of the show's score] to play it over for me on the fraternity piano. I handed it over to you and Roy the next morning, as I remember."

The words were dexterously fitted to the Webb-Watkins music. They seemed so imaginatively to be in the

character and mood of *Half Moon Inn*, whose authors, Corey Ford and Perry Ivins, had fashioned a romantic story—fanciful in its Hudson River Valley setting, and in the employment of the ghostly figures of Rip Van Winkle and Hendrik Hudson's crew, combined with the "Columbia Crew" (which played a prominent part throughout)—involving a "faint heart ne'er won fair lady" theme. Corey was a master in composing verses to music which had already been written, with an instinctive feeling for accent and stress in matching word and syllable to the music's melody and rhythm. He played no instrument, did not or could not sing, and recently admitted, with a chortle, that he wouldn't know a note if he saw one.

Here's what he wrote:

#### Verse:

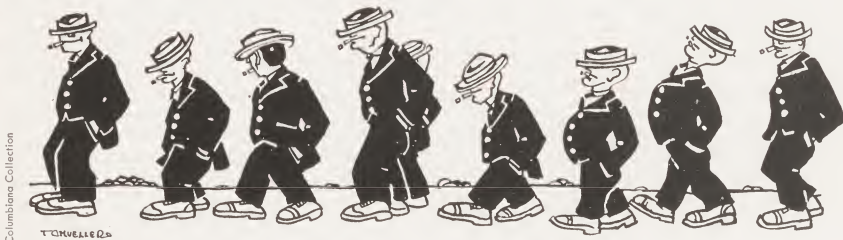
When the bold crews of old  
Crossed the bounding main,  
They would dare, anywhere,  
Under Hendrik Hudson.  
Nowadays we can praise  
Hudson's crews again!  
For the men of Morningside  
Sweep the Hudson far and wide,  
Following Hudson's crew. (We hail you!)

#### Refrain:

Bold Buccaneers,  
The crew of Hendrik Hudson found our  
Valley,  
Down through the everlasting years  
Crews of Blue and White will ever rally  
'round  
Columbia! Columbia!  
Shouting her name forever,  
Sound with our cheers  
The praise of mighty Hendrik Hudson's  
fame.

#### Second Verse:

Nowadays when we race by Poughkeepsie's shore,  
You will find, close behind, the  
Ghost of Hendrik Hudson!  
Hear his shout ringing out:  
"Pull, Columbia's oar!"  
While from shady Kaatskill glen  
Hendrik Hudson's sturdy men  
Follow Columbia's crew! (We hail you!)  
(Repeat of Refrain)



Columbian Collection  
T. CHIVERS



A WORD ABOUT the co-authors of *Half Moon Inn*. Perry Ivins had aptitude and facility in plot and putting words together. As an undergraduate, and as a young alumnus, he gave exciting promise in the writing field. He returned to Columbia, after four year's absence, in 1922, when he coached the Class of 1924's Soph Show, contributing to it also in the story and lyrics. He was a natural to be enlisted for the 1923 Varsity Show as co-author and coach.

As for the pipe-smoking (Dunhill with the white dot) Corey Ford, voted by the Class of 1923 as "the most brilliant, witty, and original man" in that group of amazing personalities, he, too, was a natural for the role of author and lyricist. And how happily he has fulfilled his promise! The best laughs I've had in the years since then have come from reading the works of two college men—Colonel Ford (U.S. Air Force Reserve) and Sidney Perelman (the Corey Ford of Brown University). Corey is one of the cleverest humorists and literary parodists in the land.

For their work he and Perry received many plaudits. One statement of high praise, directed in particular to them, was written by the then editor of *Columbia Jester* in advance of the show's opening:

Of all the not so few college shows that *Jester* has seen, he can say—and quite critically — that this one gives promise of being the sprightliest and best-coached and nearly ideal Varsity Show in many decades. The most striking thing about the whole production is that the lyrics, rather than being of the intellectual weight of 'tum-tiddle, tum-tee,' or the traditional Varsity Show lyrics, are among the best examples of light verse that *Jester* has seen. Somehow the authors have caught all the adroitness and jingling facility of Gilbert at his best. Another item that *Jester* ballyhoos with high glee is that the show is an intelligent one and in good taste. And perhaps most important of all, it is a Columbia College Show, and has been bathed in a sufficient wash of Columbia tradition. . . .

Thus spoke the engaging, gifted, and occasionally cynical David Cort '24.

It would be a rewarding labor of love, I think, for an authentic history of the Varsity Show to be written, far beyond anything which has been done up to now; and similarly of the galaxy of Columbia men who were part of the



The late Corey Ford '23, Morris Watkins '24, and Roy Webb '10 (left to right), the three who assembled the famous song.

show in one capacity or another, some of whom went into business or the professions, others into show business as actors, writers, producers, composers, lyricists, conductors—a talented company, most of whom achieved success and distinction in their life callings.

Their names in long parade across the screen warm the heart, among them Kenneth Murchison, Joseph Buhler, Louis Ehret, Howard Dietz, Philip Moeller, Chalmers Wood, Edward Everett Horton, Roi Cooper Megrue, Crosby Gaige, Herman Axelrod, Allen Maybee, Herbert Fields, Edgar Woolf, Walter Kelley, Richard Rodgers, Herman Mankiewicz, Richard Conried, William T. Taylor, Oscar Hammerstein, William DeMille, Paul Winkopp, Frank Fackenthal, Jacques Burzun, I. A. L. Diamond, George French, Seymour Nadler, Richard Chodos, Herman Wouk, Lorenz Hart, Clarence Penney, Guy Carryl, Emil Breitenfeld, Victor Cutting, Ray Perkins, Perry Ivins, William Hanemann, Henry Darington, Melville Cane, John Erskine, Henry S. Harrison, Roy and Kenneth Webb, Corey Ford, Henry Stewart, Dixon Ryan Fox, Raphael K. Wupperman of the Angostura Bitters clan (who took the stage name of Ralph Morgan—his equally famous brother Frank went to Cornell), and on and on, almost endlessly.

Well remembered by the alumni of his time is Benjamin Hubbard who became Director of King's Crown Activities in the early 1920's to whom I express appreciation for his help in putting this piece together. Ben faithfully and sympathetically nursed us through the long months of preparation for the 1923 Show, keeping our spirits up, rejoicing when we rejoiced. And likewise

with the shows which followed up to the time of his retirement in the 1950's.

So many more deserve mention here, right down to the present. Some other time, one hopes.

SHOW BUSINESS in Columbia has not remained the same over the years. What we see today is not what we saw in "the old days." "The old days" translates into an all-male company, presentation in a downtown hotel for practically a week's run, a sizable orchestra, and the show as a revered and heart-warming tradition for alumni and students alike. It was a kind of way of extracurricular life, anticipated with mounting eagerness.

A show without its own theatre—that's what Varsity Show has been from the beginning, although after World War II the campus has provided McMillin Theatre and more recently the modern facilities of Wollman Auditorium in Ferris Booth Hall. Until the eagerly awaited new Arts Center is a reality, Wollman is home grounds.

Edward Malloy '38, former Director of King's Crown Activities, gives great credit to the Columbia University Players for this group's imaginative and expert counsel when the Wollman stage and equipment were being blueprinted. The Players, founded in 1906, is an organization composed of alumni and a number of students of the College and the School of Engineering who have taken an active part in Varsity Show, and who make their experience and advice available to the undergraduates in planning and presenting the production.

Preceding the Players, in the final decade or so of the last century, the annual offering was under the auspices

# HALF MOON INN

1923 Columbia Varsity Show



## HOTEL ASTOR

Program cover from the student show that contained "Bold Buccaneers."

of "The Strollers," and later under "The Columbia College Musical Society." The name "Varsity Show" appears to have been used for the first time in the 1900 production, for which seniors Melville Cane, Henry Sydnor Harrison, and John Erskine combined their talents in a musical called *The Governor's Vrouw*.

Previous to 1900 the proceeds each year were donated to Columbia's athletic teams, thus the appellation *Varsity Show*. The theatre program of the 1896 show, for instance, contained a line which read: "For the Benefit of the Columbia University Crew, with

the Sanction and Approval of the Columbia College Union."

After the opening of Carnegie Hall in 1891, the "Carnegie Lyceum" became the house of the activity, described in the 1897 show program as "the only theatre in this country built below stairs, upon the London plan." A visit to the subterranean Lyceum today is a fascinating experience. The old parquet is just about what it was in the long ago, except for the seats which have been replaced with a more modern kind. Part of the balcony is taken over for a movie projection area, but the rear is still there, this part now used

for other purpose. In a lounge or ante-room off the parquet is a row of the old theatre seats, a collector's item, for all one knows. The Lyceum of the yesterdays is now "Carnegie Cinema."

In 1907, in order to carry out plans for a more elaborate production, Varsity Show moved to Hotel Waldorf-Astoria on 34th Street, a palace dear to many hearts. From then on, with the exception of 1918, when the locale of the "war show" was the Columbia Gymnasium (1), and in 1936 and 1937 at Hotel Riverside Plaza, formerly the Lismore, the show appeared at the old Waldorf every so often, once at the Plaza, frequently at the Astor, and a couple of times at Mecca Temple and the new Waldorf. The year 1942 marked the end of the use of hotels, the show that year making its midtown farewell at the Astor.

Those were the days when there were up to 20 pieces in the orchestra (a lovely sound indeed, and loud when you wanted it). The run was more often than not from Tuesday through Saturday, and for those who had jobs to do in preparation for the run—or thought they had—there was the enticing opportunity of living in the hotel for the whole time, with attendance at classes uptown a matter not of the first importance.

Walter Kelley '07, '10L, a treasure house of reminiscence and anecdote, has some words about the old Waldorf and the Astor: "These were pleasant and luxurious places in which to act. We played for a week under comfortable conditions. Friendly and efficient stage crews helped us out, and well-stocked bars, with a snack of free lunch, were only a few steps away."

The show also "went on the road," but with a limited itinerary, and not too often. Over the years it was seen now and then by audiences in Mt. Vernon, Larchmont, Mamaroneck, Scarsdale, Westchester County Center, Montclair, Cranford, and that old road show town of Brooklyn. And there were the big ones for the troupers—Pittsburgh, Washington, and Scranton—anywhere, boys, so long as we can take a nice train trip and live off the land.

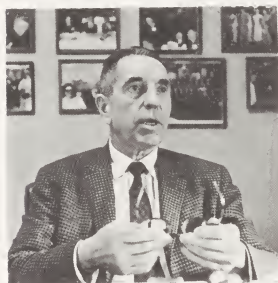
How about rehearsal facilities? In my time, there being no John Jay and Ferris Booth Halls, rehearsal space was where you could find it—a dormitory or fraternity room for the small

groups, Earl Hall auditorium and the Gemot (hard g, long o, accent on the last syllable) for large groups and dance practice.

The Gemot, a name derived from the Anglo-Saxon *Witenagemot*, meaning "assembly of counselors," was a student lounge, a gift to the College from the Class of 1881. It occupied the west half of the basement of Hamilton Hall, with windows on three sides. The auditorium—main floor, not the small stage—in Earl Hall was the scene of the final campus rehearsals of the full company.

THERE WAS ONE firm rule from earliest times regarding Varsity Show casting—no girls. Campus and players were united in this closed family idea. It was a strictly all-male operation, and the wonder was that once in awhile a thoroughly masculine-looking boy turned out to be a doll in a girl's part. Homer Eddins '25 and Max Lovell '23 come quickly to mind.

In the "girl for a night" department, my favorite has to be that fine football player and top swimmer Johnny Bate-man '38, '39AM, now head coach of the Rutgers football team. Mother Nature had been kind in this jovial fellow in supplying him with a wealth of protective covering—as protection against cold water, I suppose. Trussed up in female gear, and enjoying his roles to the full, he was quite a "woman," a bosomy wench whose statistics magnificently exceeded, shall we say, 36-23-37, or something like that. One shudders to think of his part calling for him to sit on the lap of a slim lightweight of a young leading man.



MORRIS WYNN WATKINS has been Executive Secretary of the Columbia Alumni Federation since 1946.

Dressing up as a girl suggests another story from Walter Kelley, in reference to around 1906-1907. "In this period," he relates, "we had unexpected aid. One of the best comedians in the group was Dick Conried whose father was the director of the Metropolitan Opera Company. This made it possible for us to beg, borrow, and sometimes steal, costumes and bits of scenery all in aid of the show's exchequer. The players got a big kick in those days in having Caruso, Scotti, Farrar, and other distinguished Metropolitan stars at a few of the performances. They may have attended in a tactful spirit, since the director's son and his pals were doing the acting, but they did get an occasional good legitimate laugh since Dick Conried was a fellow of great resource, and an excellent man to work with."

And still another from the Kelley memory book, this one about the aforementioned Ralph Morgan who "had great talent and was able to make up as a most beautiful gal." Walter says that one time on tour, after thespian Morgan "had applied his makeup and gotten into his woman's costume, he and Roi Cooper Megrue stopped in at a nearby gin mill where accommodations in the ladies' parlor afforded the opportunity for a respectable female—accompanied, of course, by her male escort — to get an occasional slug. Naturally the heavy stage makeup turned Ralph into a reasonable facsimile of the star boarder at the local brothel. The staid burghers and their wives were thrown into a state of semishock by this incursion. To the best of my recollection the proprietor served the drinks, but suggested firmly that Megrue and his companion would be happier elsewhere."

In 1936 the campus was jolted by a decision of the Show Committee that women were to play the female parts in *Off Your Marx*. Protest petitions containing several hundred names were circulated against the innovation. Disgruntled pony ballet men, as the *Columbian* of that year reported, fearing loss of their positions, led the uprising; "Columbia moved en masse to save its stage from female desecration."

The Show Committee remained adamant. The "for men only" group failed in their attempt. The girls remained in. The partisans for including

females carried on a graphic campaign to win the campus over. Mutterings and threats grew, and the final rehearsals bred tension and apprehension.

The show opened on April 1 (April Fool's Day, of all things). There was a packed audience in Hotel Lismore in grim show-me attitude. The play started quietly, but as it progressed, the reactions of the audience became increasingly violent. Again a quiet beginning as Act II opened after intermission, but following a dance number by the girls, a riotous situation developed. With a new twist, an ominous chant arose from the audience: "We want the girls!" The curtain was lowered. To make the long story short, show director Paul Winkopp '25 proceeded to handle the crowd in masterly fashion, with the result that the play got off its mark once more, and ran to the finish. Things quieted down during the remaining performances.

Girls were also in the cast of the next year's production. *Some of the People*. But after that, the old tradition was restored.

Today is a different day though, and it reflects the postwar trend of admitting girls to the Varsity Show and other traditionally male preserves. The men of the College apparently like it that way, and it does seem that women are here to stay.

TO RETURN to the 1923 Show . . . "Bold Buccaneers" was well received by *Half Moon Inn's* audiences, so when the Federation's contest was announced shortly after the show's run, Roy, Corey, and I decided to enter "our song."

It was Corey who had the work of providing new words to conform with the condition that the composition be suitable for "football or general use." And again with apparent ease he made the change to the bouncy lines which Roy and I felt were just right for the unchanged music. The song's new title: "Roar, Lion, Roar," with the following text:

*Verse:*  
When the bold teams of old  
Wore the Blue and White,  
Deeds of fame made their name,  
Here at Old Columbia!  
Nowadays we can praise  
Fighting teams again!  
Hear the Lion roar his pride  
While the men of Morningside





Vladimir Stodan

One of the last Varsity Shows staged was "Il Troubleshootore" in 1964. By this time women were welcome members of the troupe.

Follow the Blue and White to vict'ry.  
Chorus:  
Roar, Lion, Roar,  
And wake the echoes of the Hudson  
Valley!  
Fight on to vict'ry evermore  
While the Sons of Knickerbocker rally  
round  
Columbia! Columbia!  
Shouting her name forever!  
Roar, Lion, Roar!  
For Alma Mater on the Hudson Shore!

There is something borrowed, something Blue, within the chorus of the song. When the music partners were grinding it out in those early morning hours in the Hartley room, we wanted to quote briefly from a traditional Columbia song, if feasible. Room was made in the refrain for a short passage from the "Drinking Song" (verse by R. H. Bagnell '08), where the words "Columbia! Columbia!" occur. Add the next two notes of the song quoted from, and you have the excerpt. It was not our intention to weave an enigma (we hoped the quote would be recognized), but the device appears to have gone unnoticed. Now the secret is out. Big deal.

Flashback to *Columbia Daily Spectator*, May 18, 1923: Under the head-

ing of "Classes Hold Revel on Green for Alumni" (referring to the Spring Reunion of alumni of the College in Van Am Quad), it was reported that, "Among the other events of the evening was the award of the \$100 prize by the Alumni Federation for the new football song, the words of which were written by Corey Ford '23, and the music by Morris Watkins '24 and Roy Webb '10."

The partners shared this prize three ways (the dollar went a lot further then), and the song became the property of the Alumni Federation, which to this day receives performance and other royalties from it through that efficient agent and faithful custodian, Broadcast Music, Inc.

THE QUESTION has been asked as to how the Columbia students learned the words of "Roar, Lion, Roar." When the announcement of the judges' decision appeared in *Spec*, the words also were published. That fall a major attempt was made to imprint the verses in the undergraduates' minds. After a feeble vocal response from the stands at the opening of the football season—

the game with Ursinus—it was typical of chairman Ferris Booth '24 of the Student Board that he would call for something to be done about it. The Board scheduled a South Field football rally on the Friday evening before the next game, at which time the new song was rehearsed.

It was the era of "Sophomore Class power." They charged themselves with seeing that the Freshman Class—all of the Class—learned every verse of the major Columbia songs. You came up in turn for the examination, usually in Earl Hall, but wherever the Sophs wanted it, and you recited or sang any or all songs they commanded you to, including the University's Alma Mater, "Stand, Columbia," "Sans Souci," "Stand Up and Cheer," "Drinking Song," "Marching Song," and "Oh, Who Owns New York?" Little wonder that you kept the words in your head, because next year *you* were going to be in the driver's seat, and as an examiner you had better know your stuff.

To go back to the South Field meeting . . . After the football part of the rally, the assemblage moved over to Low Library Plaza where a vigorous rehearsal took place, a printed word sheet having been given out to everyone present. From then on, the familiarity with "Roar, Lion, Roar" grew in diverse ways, the Glee Club frequently helping it along by singing the song at assemblies.

Today there is comparatively little singing of the old songs at games, or even elsewhere in the life of the College, except for "Sans Souci," "Oh, Who Owns New York," "Roar, Lion, Roar," and, much less frequently, "Stand, Columbia." Times change, and there appears to be no desire to revive interest in campus singing of college songs.

"SOME SONGS are remembered because of the circumstances under which they were first heard," wrote Harold F. Braman (Dartmouth '21) a few years ago in a series on songs of the Big Green in Dartmouth's alumni magazine. Every once in awhile I think back to a distant night in late winter on Morningside. A college alumnus and a student are leaving Earl Hall after a show rehearsal. The alumnus says, "We need a final chorus. Let's write one."



Cane '00



Fufeld '15



Fairchild '17



Gallico '19



Tannenbaum '21



Hacker '22



Adler '23



Marraro '23



Endore '24

**ALI. AND SUNDRI: AN OBLIQUE AUTOBIOGRAPHY** by *Melville Cane '00* assembles oddments of the author's prose and verse which represent varied slices of his long life, including his days at Columbia. (Harcourt, Brace & World, \$4.75)

**VOYAGING** by *Rockwell Kent '07*, first published in 1924, is the record of a journey in deliberate pursuit of adventure, by land and sea, in southernmost South America, illustrated by the author's own drawings. (Grosset & Dunlap, \$5.95)

**A HANDBOOK OF READINGS IN EDUCATION OF THE DEAF AND POSTSCHOOL IMPLICATIONS** ed. by *Ireing S. Fufeld '15*, former vice president of Gallaudet College. (Charles C. Thomas, \$18.00)

**RELIGIOUS TRENDS IN ENGLISH POETRY, VOL. VI: 1920-1965. VALLEY OF DRY BONES** by *Hoxie Neale Fairchild '17* examines poetic expressions of the fragmented religious attitudes of the 20th century, concluding a six-volume study of religious influences in American and English poetry since 1700. (Columbia, \$12.00)

**MANXMOUSE** by *Paul Gallico '19* is a fable about a naïve but courageous mouse-like rodent, whose distinguishing features include its blue color, hind feet like a kangaroo, front paws like a monkey, rabbit ears, and no tail. (Coward-McCann, \$4.95)

**THE BALANCE OF POWER IN SOCIETY** by *Frank Tannenbaum '21* contains 18 essays, broadly classified as social philosophy, dealing with diverse topics like educational reform, foreign policy, the future of the Negro in the West, social aspects of the Olympics, and the power struggle of the family, church, state, and economy. (Macmillan, \$9.95)

**THE WORLD OF ANDREW CARNEGIE, 1865-1901** by *Louis M. Hacker '22* scrutinizes the conditions and attitudes in America which made it ripe for industrialization, vividly portraying one of the "robber barons" most instrumental in the transformation. (Lippincott, \$8.95)

**THE DIFFERENCE OF MAN AND THE DIFFERENCE IT MAKES** by *Mortimer J. Adler '23* is an exploration of the mystery of what really sets man apart from all other animals. (Holt, Rinehart & Winston, \$7.95)

**THE UNIFICATION OF ITALY SEEN BY UNITED STATES DIPLOMATS** by *Howard R. Marraro '23* covers the period from 1853-1861. (Instituto per la Storia del Risorgimento Italiano)

**SYNANON** by *Guy Endore '24* is the story of a social experiment which began as a communal organization for curing alcoholics and dope addicts and whose approach to making participants face themselves is brutally honest rather than solicitous. (Doubleday, \$5.95)

**DRAMATIC SOUNDINGS** by *John Gassner '24* is a posthumous compilation of evaluations culled from 30 years of dramatic criticism, which reflect much of the recent history of American theatre. (Crown, \$7.50)

**CREATIVE MYTHOLOGY** by *Joseph Campbell '25* traces the disintegration of the traditional, universally accepted Western mythology; and the emergence, beginning in the 12th century, of many creative geniuses whose individual visions of the universe served as mythic guides in a changing civilization. (Viking, \$7.95)

**A READER'S GUIDE TO FINNEGANS WAKE** by *William York Tindall '25* brings to James Joyce's knotty, often-ribald masterpiece the exegeses made by Tindall and his graduate students over nearly 30 years. (Farrar, Straus & Giroux, \$6.95, cloth; \$2.25, paper)

**THE AMERICAN UNIVERSITY: HOW IT RUNS, WHERE IT IS GOING** by *Jacques Barzun '27* dissects the modern university, that "vast apparatus of men and machines, rules of law and thumb, duties and ambitions," with attention to the dangers that beset it and the reforms it requires. (Harper & Row, \$7.95)

**THIS IS ADVERTISING** by *James Playstead Wood '27* draws examples from current practice to explain the work of major advertising agencies and the functions of advertising in different media. Ages 14 up. (Crown, \$3.95)

**PRINCE ALBERT AND VICTORIAN TASTE** by *Winslow Ames '29* is an illustrated study of the significant role played by the Prince Consort in the development of the "Victorian style" in English art. (Viking, \$12.00)

**PROXY CONTESTS FOR CORPORATE CONTROL**, second ed., by *Edward Ross Aranow '29* and *Herbert A. Einhorn* is an updated version of the only book which deals with the practical and legal problems in a proxy fight, with information both scholarly and worldly-wise about the new SEC rules and laws, recent court decisions, changing state laws, and new techniques. (Columbia, \$35.00)

**SAVAGE SLEEP** by *Millen Brand '29* fictionally enters the mind and emotions of pioneering psychiatrist John Marks, to portray his triumphs and frustrations during three crucial years of work with the "hopelessly" mentally ill. (Crown, \$6.95)

**MODERN PSYCHOANALYSIS** ed. by *Judd Marmor '30* is a relatively jargon-free examination by 34 authorities of new psychoanalytic approaches, including increased information-sharing with the other behavioral sciences. (Basic Books, \$15.00)

**SEVEN HOURS TO ZERO** by *Joseph L. Marx '30*, based on interviews with the men who who dropped the first atomic bomb, tells how they were selected and trained, what has happened to them since the war, and their feelings about the mission, then and now. (Putnam, \$5.95)

**THE MUSIC FORUM, VOL. II** ed. by *William J. Mitchell '30* and *Felix Salzer* contains articles representing many approaches to music—musicology, ethnomusicology, theory, analysis, criticism—including even a witty paper on mathematical aspects of music. (Columbia, \$8.50)

**BUSINESS LEADERSHIP AND THE NEGRO CRISIS** ed. by *Eli Ginzberg '31* is the record of a conference on minority groups and the urban imbroglio, and what the business community can do to help. (McGraw-Hill, \$5.95)

**MANPOWER STRATEGY FOR THE METROPOLIS** by *Eli Ginzberg '31* and the Conservation of Human Resources Staff, Columbia University, deals with the desperate economic problems of the city and of that portion of its denizens who are "hard-to-employ," with dramatic suggestions for improving the lot of both. (Columbia, \$10.00)

## Alumni

Gassner '24



Campbell '25



Tindall '25



Barzun '27



Wood '27



Ames '29



Aranow '29



Brand '29



Marmor '30





Mitchell '30



Ginzberg '31



Beichman '34



Boardman '34



Wouk '34



Robinson '35



Berryman '36



Wagley '36



Bloom '37

# Authors

**THE MIDDLE-CLASS NEGRO IN THE WHITE MAN'S WORLD** by **Eli Ginzberg '31 et al.**, based on interviews with Negro youths in Atlanta and New York attending or about to attend college, explores how background and education—as well as race—condition their goals. (Columbia, \$2.95)

**THE "OTHER" STATE DEPARTMENT** by **Arnold Beichman '34** reveals how the United States Mission to the United Nations has become a foreign policymaker in its own right, rather than a mere mouthpiece for Washington. (Basic Books, \$5.95)

**AMERICA AND THE JAZZ AGE** by **Fon W. Boardman, Jr. '34** depicts the pre-Depression era of Valentino, Prohibition, and the Scopes Trial as a gay and flamboyant, but crass and selfish, period in our national history. Ages 12 up. (Walc, \$4.50)

**CITY BOY: THE ADVENTURES OF HERBIE BOOKENDER** by **Herman Wouk '34** is the 20th anniversary edition of a fiction about a fat and funny seventh-grader, his adoration of a red-haired charmer, and his run-ins with one of the biggest bullies in the Bronx. (Doubleday, \$5.95)

**THE ASSASSIN** by **L. W. Robinson '35** follows the moves of an intelligent but insane engineer who plans to kill the President, and the two Secret Service men whose wit and courage are tested in attempting to prevent him. (World, \$4.95)

**HIS TOY, HIS DREAM, HIS REST** by **John Berryman '36**, recipient of both a National Book Award and the Bollingen Prize in Poetry, contains "dream songs"—about an imaginary character (Henry), but apparently prompted by real incidents in the poet's own experience, such as the death of a friend—written in the distinctive Berryman idiom which one critic has tentatively labelled "Male American Midwest Colloquial." (Farrar, Straus & Giroux, \$6.50)

**GOT TO STOP DRAGGIN' THAT LITTLE RED WAGON AROUND** by **Robert Paul Smith '36** is a series of anecdotes which show how a grownpup continues to cart around leftover pieces of his childhood which affect behavior and emotion regardless of present realities. (Harper & Row, \$4.50)

**THE LATIN AMERICAN TRADITION** by **Charles Wagley '36** is a collection of essays which, recognizing the broad cultural homogeneity of the Latin American nations, suggests a subcultural typology to help future researchers perceive both similarities and variations between regions and within a single community. (Columbia, \$6.75)

**THE TROUBLE WITH LAWYERS** by **Murray T. Bloom '37** submits that the middle class is victimized by lawyers, exposes how they get away with it, and suggests steps toward reform. (Simon & Schuster, \$6.50)

**EDUCATION AND THE BARRICADES** by **Charles Frankel '37** is a reasoned analysis of some of the basic issues facing higher education today which sees the university, despite its shortcomings, as the hope for the rational repair of society. (Norton, \$3.95)

**AMERICA, I LOVE YOU** by **Ralph de Toledano '38** offers a poll-pouri of conservative political analysis, focused on the America the author loves, criticizes, and defends, and ranging from first-hand reporting from Moscow to a muckraking expose of our nation's nuclear reactor program. (National Press, \$7.50)

**SOUTHERN AFRICA AND THE UNITED STATES** ed. by **William A. Hance '38 et al.** paints a picture, dominated by apartheid South Africa, of recent changes which make our nation's relation with the white-controlled countries of southern Africa a more frustrating problem than ever. (Columbia, \$6.50)

**THE ORIGINS OF MODERN AFRICAN THOUGHT** by **Robert W. July '38** is the first detailed analysis of the culture confrontation of Africa and the West which began in the 19th century, prompting Africans to reexamine man and society in light of the West's industrial, progressive, and rationalistic ideals. (Praeger, \$10.00)

**ASIMOV'S MYSTERIES** by **Isaac Asimov '39** is a collection of mostly futuristic who-dunnits by a real-life biochemist who combines scientific acumen with suspense and humor. (Doubleday, \$4.50)

**THE NOTORIOUS LADY ESSEX** by **Edvard Le Comte '39** blends history, sex, and intrigue in the biography of a 17th century beauty who attracted scandal from the time she was a teenager in the court of James I until her celebrated trial for murder. (Dial, \$5.95)

**THE SCHOOL AS A CENTER OF INQUIRY** by **Robert J. Schaefer '40** proposes steps toward making our schools places where creative teaching and learning are pursued, rather than units in a rigid bureaucratic system of standardized instruction. (Harper & Row, \$3.95)

**PRAGUE'S 200 DAYS: THE STRUGGLE FOR DEMOCRACY IN CZECHOSLOVAKIA** by **Harry Schwartz '40** contains a journalist's observations and analysis of the Czech's brief experiment with democracy, with attention to people, forces, and events inside and outside the country which contributed to the phenomenon and its end. (Praeger, \$5.95)

**COMPATIBLE DIVORCE** by **Robert V. Sherwin '40** offers an attorney's advice on handling the myriad personal and legal problems involved in getting a divorce, so as to avoid bitterness and delay and insure the best possible arrangements for all concerned. (Crown, \$5.95)

**JACOB RIIS REVISITED** ed. by **Francesco Cordasco '42** brings together in one volume three pieces by Riis, the New York police reporter and photographer who aroused America's social consciousness with his chronicles of slum life on the Lower East Side. (Anchor, \$1.95)

**PUERTO RICAN CHILDREN IN MAINLAND SCHOOLS** ed. by **Francesco Cordasco '42** and **Eugene Buchioni**, is a sourcebook for teachers on the Puerto Rican subcommunity and the processes of conflict and acculturation they face in American schools. (Scarecrow, \$10.00)

**UNION-FREE MANAGEMENT** by **James L. Dougherty '42** explores the complex process by which a working-place becomes—or doesn't become—unionized, and how management should approach the goal of remaining free of unionism. (Dartnell Corp., Chicago, \$6.95)

**THE SPREAD OF CANCER** by **Joseph Leighton '42** is an introduction to the study of neoplasia and malignancy for students familiar with vertebrate histology. (Academic Press, \$7.50, cloth; \$3.65, paper)

**CHOOSE LIFE** by **Bernard Mandelbaum '42** is a collection of inspirational writings which suggest values for everyday life, by great thinkers throughout the ages, including several Jewish sages. (Random House, \$5.95)

Frankel '37

de Toledano '38/Hance '38

July '38

Asimov '39

Le Comte '39

Schaefer '40

Schwartz '40

Sherwin '40







Cordasco '42 Dougherty '42 Leighton '42 Mandelbaum '42 Stenson '42 Green '44 Kerouac '44 Mazzeo '44 Capon '46

**SENSE AND NONSENSE IN RELIGION** by *Sten H. Stenson '42*, winner of the 1968 Abingdon Award, employs the methods of linguistic analysis and existential philosophy to examine and refute four serious intellectual objections to belief in God: that it is pathological, overcredulous, meaningless, and illogical. (Abingdon, \$5.95)

**COMMUNICATIONS SATELLITES: HOW THEY WORK** by *Alvin Lukashok '43* explains the scientific principles that have made possible Eehos, Telstars, Syncoms, and Early Birds which orbit the earth, transmitting telephone messages and television programs over vast distances. (Putnam, \$3.29)

**SHAFESBURY'S PHILOSOPHY OF RELIGION AND ETHICS** by *Stanley Green '44* is the first comprehensive study in English of an 18th century British philosopher who took into account the coexistence of reason and emotion, theory and practice, and self-interest and human interest. (Ohio, \$7.50)

**VANITY OF DULOOZ** by *Jack Kerouac '44* relates the adventurous education of the author as a young man, from 1935 to 1946, years which included Columbia, the war, and wandering. (Coward-McCann, \$5.50)

**THE DESIGN OF LIFE** by *Joseph Anthony Mazzeo '44* is a humanist's history of the problems encountered, and sometimes solved, in the development of biological science, with emphasis on the interplay of biological ideas with each other and with ideas from fields like philosophy, religion, chemistry, and painting. (Pantheon, \$5.95)

**THE SUPPER OF THE LAMB** by *Father Robert Farrar Capon '46* has food, cooking, and eating as its theme, but expands into a broad commentary by a Christian humanist on perceiving and enjoying the world, this "gorgeous old place which has enough textures, tastes, and smells to keep us intrigued for more time than we have." (Doubleday, \$5.95)

**MCCARTHY** by *Roy Cohn '46*, chief counsel to Joe McCarthy during his investigations of Communist activity in the government in the fifties, is a biographical apologia which concludes that "even after all the excesses and mistakes are counted up, Senator McCarthy used the best methods available to him to fight a battle that needed to be fought." (New American Library, \$5.95)

**TRIUMPH IN A WHITE SUBURB** by *Reginald G. Damerell '46* describes community efforts to resolve tensions created when Jews and Negroes began moving into Teaneck, N.J., which in 1965 became the first town in the nation where a white majority voted in favor of school integration. (Morrow, \$6.50)

**MISSION IN BLACK** by *Gordon Cotler '47* is a spy novel in which a novice who has forsaken a CIA desk job for a field assignment in a Caribbean republic finds himself unable to carry out his routine orders, for reasons he cannot understand. (Random House, \$4.95)

**BEATING THE STREET** by *Burton P. Fabricand '47* gives practical, easy-to-understand rules for playing the stock market arrived at through sophisticated analysis by a research physicist who says that you can't afford not to be an investor. (McKay, \$5.95)

**STRIKING THE STONES** by *Daniel Hoffman '47* contains poems on subjects from 10,000 years ago to today. Many of them are celebrations of love, freedom, and nature, others are bitter judgments of modern America, which suffers from such ills as Vietnam, "the charisma of codex cards," and the transformation of Hawk Mountain into Hawk Hill Gardens. (Oxford, \$4.50)

**RELIGIOUS AND ANTI-RELIGIOUS THOUGHT IN RUSSIA** by *George L. Kline '47* focuses on 10 highly individualistic religious thinkers, ranging from orthodox to atheism, during the period of ferment between 1860 and 1917, and discusses the official anti-religion which followed in their wake. (Chicago, \$7.50)

**REVELATIONS OF A RUSSIAN DIPLOMAT: THE MEMOIRS OF DMITRI I. ABRIKOSOV** ed. by *George Alexander Lensen '47* contains observations on Tsarist Russia and its aristocratic Foreign Service, and memories of the world capitals where he served, by a rare bourgeois in the diplomatic ranks. (University of Washington, \$2.95)

**POPULATION AND POLITICAL SYSTEMS IN TROPICAL AFRICA** by *Robert F. Stevenson '48* offers proof that states are denser than non-states in Africa, thus challenging the claim made in the classic work, *African Political Systems*, that, on the basis of African data, no demonstrable relationship exists between the density of a population and the complexity of its political system. (Columbia, \$10.00)

**THE CHILD AND THE REPUBLIC: THE DAWN OF MODERN AMERICAN CHILD NUTRITION** by *Bernard Wishy '48* finds that our modern preoccupation with child-rearing, with its conflicting themes of freedom and regulation, can be traced to nineteenth-century, middle-class moralists who knew nothing of Freud and Dewey and whose debate on children reflected differing responses to rapid changes in America. (University of Pennsylvania, \$6.95)

**THE NEW BOOK OF MOTORCYCLES** by *Erik Arcander '49* covers such topics as American and British motorcycles of the past, mechanical information, the future of motorcycle design, and choosing a dealer. (Arco, \$3.50)

**THE RISE OF ANTHROPOLOGICAL THEORY** by *Martin Harris '49* is a disputations history which evaluates the past two centuries of ideas about cultures in light of a belief that the basic universal principle revealed by comparative anthropology is that cultural change is determined by material conditions. (Crowell, \$16.50)

**POEMS OF OUR MOMENT** ed. by *John Hollander '50* is an anthology of work by 34 poets of the English language who all published their first volumes after 1950. (Pegasus, \$2.45)

**MAKING IT** by *Norman Podhoretz '50* is both the success story of a Jewish kid from Brooklyn and a confessional case history which postulates that America schizophrenically admires success but despises ambition. (Random House, \$6.95)

**LETTERS OF COMPOSERS THROUGH SIX CENTURIES** compiled and ed. by *Piero Weiss '50* includes 350 letters which range chronologically from Machault to Schoenberg, revealing much about their authors as musicians and as men. (Chilton, \$13.95)

**VILLAGE PLANNING IN THE PRIMITIVE WORLD** by *Douglas Fraser '51* discusses the influence of a particular way of life on the layout and architecture of a village, illustrating variations with case studies of traditional societies throughout the world. (Braziller, \$5.95, cloth; \$2.95, paper)

**COWLES GUIDE TO GRADUATE SCHOOLS** ed. by *Robert M. Freidberg '51* and Patricia H. Fink contains data on more than 1,400 graduate and professional schools, listed alphabetically and by subject. (Cowles Educational Corp., \$3.95)

Damerell '46 Cotler '47 Fabricand '47 Hoffman '47 Kline '47 Stevenson '48 Wishy '48 Harris '49 Hollander '50





Podhoretz '50



Weiss '50



Fraser '51



Freidberg '51



Wise '51



Barros '53



Feinberg '53



Greenberg '53



Robinson '53

**THE AMERICAN CINEMA: DIRECTORS AND DIRECTIONS, 1929-1968** by *Andrew Sarris '51*, an exponent of the "author theory" of films, deals critically with the American sound film and its history, as seen through the careers of 200 directors. (Dutton, \$7.95, cloth; \$2.95, paper)

**THE ESPIONAGE ESTABLISHMENT** by *David Wise '51* and *Thomas B. Ross* reveals much hitherto unrevealed information about the secret service operations and organizations of the Soviet Union, Great Britain, Communist China, and the United States. (Random House, \$5.95)

**THE ALAND ISLANDS QUESTION** by *James Barros '53* lays bare the realities of international politics in its analysis of one of the earliest successes of the League of Nations, the resolution of a conflict between Finland and Sweden over ownership of these islands. (Yale, \$10.00)

**THE PROMETHEUS PROJECT** by *Gerald Feinberg '53* is a physicist's plea and plan for men to cooperate in deciding on long-range goals for the human race, in order to avoid becoming the passive pawns of impending technological developments like biological engineering and super-intelligent machines. (Doubleday, \$4.95)

**THE POLITICS OF PURE SCIENCE** by *Daniel S. Greenberg '53* examines the political behavior of the community of basic researchers, its internal workings and power structure, its place in American society, and its uneasy relationship with the Federal government. (New American Library, \$7.95)

**HOME AGAIN, HOME AGAIN** by *Anthony Robinson '53* is a novel which deals with the tragic events set in motion when a large electronics firm tries to buy an art colony's land, a move fought by the writer who has lived there all his life, while his desperately bored wife has an affair with the firm's manager. (Morrow, \$5.95)

**WITH T-SHIRT AND BEER MUGS FOR ALL** by *Ralph Schoenstein '53* is a humorist's version of the Great American Tour, family style, covering sacred tourist traps from the polluted Potomac to the beer can-littered beaches of the Pacific. (Prentice-Hall, \$4.95)

**OIL AND WATER** by *Eduard Cowan '54* anatomizes the events surrounding the disastrous wreck of a giant foreign oil tanker off the English coast, tracing the effects of the oil pollution on natural life, on individuals officially and involuntarily involved, on governments, and on international commerce, and raising many moral and legal issues. (Lippincott, \$6.95)

**PERSONNEL MANAGEMENT** by *Howard Falberg '54* points up key considerations in the job of getting-and-keeping-the-right men for the right jobs. (Oceana, Dobbs Ferry, N.Y., \$2.50)

**THE FRENCH LIBERAL OPPOSITION AND THE AMERICAN CIVIL WAR** by *Serge Gavrinsky '54* explains the role of the Civil War, and the survival of American democracy, in the liberalization of Napoleon III's policies, with emphasis on how the liberals parlayed French sympathy for abolition into support for democratic principles and practices. (Humanities, \$6.50)

**THE OPEN ECONOMY** ed. by *Peter B. Kenen '54* and *Roger Laurence '58* contains essays on international trade and finance which summarize research sponsored by Columbia's International Economics Workshop, dealing with such topics as how labor skills and types of productivity affect national trade patterns; payments problems; and the world's monetary system. (Columbia, \$12.50)

**TWENTIETH CENTURY INTERPRETATIONS OF ALL FOR LOVE** ed. by *Bruce King '54* is a collection of modern critical opinions of John Dryden's dramatic treatment of the Antony and Cleopatra love story, ranging from T.S. Eliot's praise of its blank verse as "a miracle of revivification" to Kenneth Muir's judgment that its style is rhetorical. (Prentice-Hall, \$1.25)

**CHEMICAL GUIDE TO GATT, THE KENNEDY ROUND AND INTERNATIONAL TRADE** by *Yale L. Meltzer '54* examines the significance of recent economic developments for the chemical industries of the world. (Noyes Development Corp., \$20.00)

**LECTURES ON FORMS IN MANY VARIABLES** by *Marvin J. Greenberg '55* is an advanced text which surveys the many different coefficient fields for which a homogeneous polynomial in many variables has a nontrivial zero. (Benjamin, \$9.50, cloth; \$3.95, paper)

**A THEATER DIVIDED** by *Martin Gottfried '55* surveys contemporary American theater with the thesis that what ails it is the lack of interaction between the theatrical left-wing, which is innovative but amateurish, and the right-wing, which puts forth public, albeit professionally directed and produced. (Little, Brown, \$7.50)

**ELECTIONS IN AMERICA: CONTROL AND INFLUENCE IN DEMOCRATIC POLITICS** by *Gerald M. Pomper '55* gives politicians, parties, and voters the once-over, explaining some widely believed myths, and demonstrating that the vote remains an important, if indirect, means of achieving popular demands. (Dodd, Mead, \$3.50)

**SUPERINATATION AT PEACE AND WAR** by *Dan Wakefield '55* is one man's penetrating record of what he found the people of the Most Powerful Nation in the World to be thinking, saying, and doing during the Vietnam-obsessed year 1967. (Atlantic Monthly Press, \$5.95, cloth; Bantam, \$9.95, paper)

**THE STRUGGLE FOR SOCIAL SECURITY, 1900-1935** by *Roy Lubove '56* analyzes events preceding the passage of welfare legislation in this country, where it was delayed by the American ideals of individualism, voluntarism, and limited state power. (Harvard, \$5.95)

**HAWKSBILL STATION** by *Robert Silverberg '56* gives a new twist to the time machine theme: political exiles are banished from the twenty-first century a billion years into the past. (Doubleday, \$3.95)

**LIGHT FOR THE WORLD: EDISON AND THE POWER INDUSTRY** by *Robert Silverberg '56* is both a history of our knowledge of electricity and a biography of the rough-hewn inventor who gave us the light bulb and the system of power distribution necessary for its use. (Van Nostrand, \$5.95)

**MOUND BUILDERS OF ANCIENT AMERICA: THE ARCHAEOLOGY OF A MYTH** by *Robert Silverberg '56* describes archaeology's discovery of the relation to North American Indian cultures of thousands of mysterious earthworks which rim the waterways of the Southern states. (New York Graphic Society, Greenwich, Conn., \$8.95)

Schoenstein '53

Cowan '54

Falberg '54

Gavrinsky '54

King '54

Meltzer '54

Greenberg '55

Gottfried '55

Pomper '55





Wakefield '55



Luboce '56



Zueig '56



Koren '57



Lipsyte '57



Olsen '57



Neugeboren '59



Charyn '59



Borden '60

**THE HERESY OF SELF-LOVE: A STUDY OF SUBVERSIVE INDIVIDUALISM** by *Paul Zueig '56* contends that an attitude which glorified the self and inward experience has been an unorthodox but persistent strain in Western literature and philosophy from the time of the Christian mystics through the 19th century, and argues that this strain has given us some of our richest values. (Basic Books, \$6.50)

**DON'T TALK TO STRANGE BEARS**, written and illus. by artist *Ed Koren '57*, is a fantasy about a young boy who goes into the magic woods, where he finds some rather unusual animals. Ages 4-8. (Simon & Schuster, \$5.95)

**THE CONTENDER** by *Robert Lipsyte '57* is a novel about a 17-year-old Harlem dropout who tries to escape a world of dead-ends by becoming a boxer, and what he learns about being a man. Ages 12 up. (Harper & Row, \$3.50)

**THE THIN DISGUISE: TURNING POINT IN NEGRO HISTORY** ed. by *Otto Olsen '57* discusses and documents post-Civil War racial segregationism in America, from 1864 through 1896, when the U.S. Supreme Court gave legal protection to Jim Crow practices by sanctioning "separate but equal" railroad cars, in the case of Plessy vs. Ferguson. (Humanities, \$4.00)

**CLAUDE BERNARD: FATHER OF EXPERIMENTAL MEDICINE** by *Jerome Tarshis '57* is a biography of the first man to insist that experiments performed on living organisms could yield scientifically useful results. Grades 9 up. (Dial, \$3.95)

**AMERICAN SCRAPBOOK** by *Jerome Charyn '59*, told in the first-person by six members of the Tanaka family, recreates fictionally the world of the "relocation camps" in which thousands of Japanese-Americans were detained in this country during World War II. (Viking, \$4.95)

**LISTEN RUBEN FONTANEZ** by *Jay Neugeboren '59* is a novel set in New York about an aging and alone Jewish schoolteacher, afraid of both life and death, whose reluctant involvement with a gutsy Puerto Rican kid and his cohorts leads him to discover a measure of courage with which to face both. (Houghton Mifflin, \$4.50)

**SUPERSTOE** by *William Borden '60* playfully explores what might happen if the Platonic ideal of a state run by intellectuals were realized—with a little devious help from the intellectuals themselves—in America. (Harper & Row, \$5.95)

**ARTHUR** by *John Alexander Graham '62* is a murder mystery in which a Harvard graduate student, reluctantly pursuing a Ph.D. in mathematics, discovers that solving a crime is more to his liking than solving an equation. (Harper & Row, \$4.95)

**WONDERS, INC.** by *Crawford Kilian '62* is a verbal frolic in which Christopher tours a factory which manufactures such marvels as lines (borderlines, by-lines, hairlines, and sidelines) and mistakes (from tiny errors to colossal blunders). Juvenile. (Parnassus, \$4.25)

**LORD HILDANE: SCAPEGOAT FOR LIBERALISM** by *Stephen E. Koss '62* discusses the ouster of Britain's Secretary of State for War in 1915, part of a move to form a wartime coalition, comparing his personal decline to that of the Liberal party, and pinpointing the factors which made his sacrifice to political expediency acceptable to Liberals, Unionists, and press alike. (Columbia, \$7.95)

**NEW PROSPECTS FOR THE SMALL LIBERAL ARTS COLLEGE** ed. by *Sidney Letter '62* treats a gamut of topics, from the definition of an excellent liberal arts college and steps which can be taken to ensure a college's economic survival to future library developments and interinstitutional cooperation. (Teachers College, \$3.75)

**REBELS AGAINST WAR: THE AMERICAN PEACE MOVEMENT, 1941-1960** by *Lawrence S. Wittner '62* focuses on the growth of non-violent resistance and "nuclear pacifism," showing that the movement has become increasingly sophisticated and politically engaged. (Columbia, \$10.00)

**MAKE YOURSELF AN EARTHQUAKE** by *Mark Dintenfuss '63* is a novel about a refugee from the Sunnyside Home for the Aged who allies himself with the younger generation on the side of adventure, against his own middle-aged children and the rest of the world's deadheads. (Little, Brown, \$5.95)

**THE FIRST VIETNAM CRISIS: CHINESE COMMUNIST STRATEGY AND UNITED STATES INVOLVEMENT, 1953-1954** by *Melvin Gurtov '63* is an account of the military and diplomatic context in which the Geneva Conference of 1954 took place, with insight into the complexities of political decision-making. (Columbia, \$2.75)

**BISHOP'S PROGRESS** by *D. Keith Mano '63* takes a hospitalized Episcopal bishop through 12 days of testing—physical and spiritual—, during which he discovers a faith which enables him to struggle against the surgeon who is an adversary of the material world. (Houghton Mifflin, \$5.95)

**HORN** by *D. Keith Mano '63* is set in a Harlem of the near future and focuses on the confrontation and ultimate interdependency of a white priest and a black political boss, transcending the topical to explore such basic issues of human existence as faith, evil, love, and morality. (Houghton Mifflin, \$5.95)

**BEAN SPASMS** by *Ted Berrigan and Ron Padgett '64* contains spontaneous "collaborations" in word-play, including poems, stories, plays and interviews, incorporating bits of overheard conversation and lines from books, the radio, or records, and written by techniques ranging from writing races to alternate authorship of lines or sections to mistranslations of foreign poets. (Kulchur Press, \$4.00, cloth; \$2.00, paper)

**THE GAP** by *Richard Lorber '67* and Ernest Fladell is a tandem diary kept by a long-haired twenty-year-old and his Establishment uncle during a summer-long experiment in communication. (McGraw-Hill, \$4.95)

**PRE-MED: THE FOUNDATION OF A MEDICAL CAREER** ed. by *Douglas Lieberman '68* provides career guidance for the med school aspirant, including what the undergraduate should study, details on application and admission to medical school, and financial aid. (McGraw-Hill, Blakiston Div., \$4.95)

**POEMS FROM DEAL** by *David Shapiro '68* are rooted largely in autobiography. Deal being the New Jersey shore town where the poet and his family used to spend all their summers. (Dutton, \$4.50)

Graham '62

Kilian '62

Koss '62

Gurtov '63

Mano '63

Padgett '64

Lorber '67

Lieberman '68

Shapiro '68





# THOMAS MERTON, 1915-1968

On December 9, 1968 Thomas Merton '38, one of the most notable religious figures of our time, died in Bangkok, Thailand, supposedly of shock from an electrical accident. He had gone to the Far East to talk with Asian religious leaders and attend conferences on the problems of monasticism.

Merton was born on January 31, 1915 in France, the child of a painter from New Zealand and an American Quaker mother. After one year at England's Cambridge University, he came to the College, where he wrote prolifically, movingly, and hilariously for the *Review*, *Spectator*, *Columbian*, and *Jester*, and cavorted at the Alpha Delta Phi house. As an editor of *Jester*, the humor magazine, he contributed numerous stories and cartoons. He was selected for *Sachems*, the honorary senior society. At Columbia he had two special mentors: English professor Mark Van Doren for intellectual and literary matters and Father George Ford, the Catholic counselor, for moral and spiritual matters. After graduation, he stayed at Morning-side for a master's degree, and taught briefly at Columbia. He then wrote stories and novels, worked in a Catholic settlement house in Harlem, and taught in 1940-41 at St. Bonaventure College.

In 1941 he entered the monastery of Gethsemani at Bardonia, Kentucky with an order known as the Cistercians, or Trappists, who take vows of silence and solitude. While there, he published books of poems, wrote a best-selling spiritual autobiography, *The Seven Storey Mountain* (1948), and then released a flood of books and articles on everything from America's race problem to Zen Buddhism.

On December 30, 1968 a memorial service was held for him in New York's St. Patrick's Cathedral. With approximately 600 people there, including numerous Catholic friends and professor emeritus Van Doren, Father Ford delivered a eulo-

gy in which he said that "Tom was in that line of God's great servants like Augustine, Ignatius Loyola, and Francis of Assisi who knew a life of earthly pleasure before they reached out for spiritual peace."

What follows are the memories of three of his closest friends, and a letter by Merton.

Mark  
van  
Doren



Mark Van Doren, a famous poet, author, teacher, and lecturer, is professor emeritus of English at Columbia. He was Merton's intellectual mentor. These paragraphs are printed with the kind permission of America, the national Catholic weekly.

An immense amount of life went out of the world when Thomas Merton died suddenly in Bangkok on December 9, 1968. And I can imagine no better evidence of this than the following paragraphs from the last letter he wrote to me when he was planning in Gethsemani the Eastern trip from which, to the entire world's loss, he never returned. The letter, dated July 23, began with a report on the third issue of a poetry magazine he had been editing at the monastery; there was to be a fourth issue, and after that, no more. "And then, man, I fly to Asia. Really, that is the plan. All sorts of places I am supposed to go to if I don't faint from delight at the mere thought. Since I hop from Singapore to Darjeeling, and have a meeting there with

various swamis, gurus, etc., I hope to sneak into Nepal. Then maybe a bit more of the top of India. Then Thailand (if not Burma, hard to get into, but may manage), then Indonesia (a monastery of ours there) then Japan, then home. Maybe. If they can get me home I should say. This doesn't begin until October but at the moment I am itching with vaccinations and expectations and being photographed for the passprops and phonographed for the pesthouse and air-lifted to the quarantine and divided up into computers. If I survive I may manage to get to a country where they don't even have roads. And where if you ride on an ox or not at all. Or a yak. Or an elephant . . ."

He will be missed as few persons of his time will be. I think it may be safe to say that there was never anybody else on earth like Thomas Merton. I for one have never known a mind more brilliant, more beautiful, more serious, more playful. The energy behind it was immeasurable as was the capacity for love. The energy and the love, the passion and the joy—these things, in his case so miraculously and effortlessly mixed, were evident in him when he was my student at Columbia College more than 30 years ago, and as time went on they grew rather than diminished.

The man seemed never to be tired. Or if he was, he said so in language so laughable that I knew the lightning still played beyond the clouds. Soon he was back in his stride: writing endlessly, book after book; keeping up with the affairs of the outside world—but for him it was never outside, and

he knew more about it than most of us did; maintaining contact with his innumerable friends; reading everything within reach; praying for mankind, whose manifold miseries he knew at first hand and lived with daily; performing his offices at the monastery, and when he was free from those, retiring to his hermitage in the woods; and always, always dashing off those letters, which of course he had no time for, yet nevertheless managed to make infinitely delightful to us who received them.

On the four occasions when I visited him at Gethsemani he was perfect in hospitality; seemed not to be busy, though I knew he was; spoke to me of my friends who were his friends too, by proxy or otherwise—James Thurber, Joseph Wood Krutch, Robert Lax, Robert Giroux; went riding with me about the monastery grounds and beyond; told stories, asked me if I remembered this or that, commented acutely upon current events around the world; and at the gate, when I was leaving, sent messages of great sweetness to those he knew were nearest me.

His death was more than a blow; it was heartbreaking, and that is why I began as I did with the letter of July 23 which showed how boyishly eager he was to set out for Asia. That he did not come back is more terrible than I can say.



Christopher Rice

Edward  
Rice

Edward Rice '40, along with Robert Lax '38, was probably Merton's closest friend. A New Yorker, Rice participated on the College's swimming team, in Psi Upsilon fraternity, as a class officer and editor of *Jester*, and as a Nacorn Society member. After Columbia he worked as an editor at Collier's and Look, and later wrote documentary films for six years. In 1950 he founded *Jubilee*, an avant garde Catholic magazine, which he sold in 1967. Now a writer-photographer, he has travelled to Vietnam, Cuba, the Middle East, Europe, Africa, and Asia.

I am convinced that in the long view Thomas Merton will be regarded as

one of the seminal, revolutionary thinkers of our age and not just as an important Catholic figure.

It is perhaps a cliché but his entire life was a search, one that led him further and further into the inner- and outer-reaches of the human mind and soul. In 1941, when he joined the silent Trappists at Gethsemani, his spirituality was based on the harsh and withdrawn monasticism of de Rance's reforms of the 17th century. He spent the 1940s in tight isolation; he did not know, for example, at the time of his ordination in 1949 that the British had left India or that Harry Truman was president. But gradually, after the publication of *The Seven Storey Mountain* in 1948, his work brought him an unending series of fresh contacts and broadened his outlook appreciably. He renewed a number of interests from his Columbia days, two of which—the problem of war and violence and oriental religion—he carried with him to the day of his death.

He became increasingly involved in a variety of subjects: Greek classical philosophy, the work of the desert fathers of the East, Chinese thought, Arabian mysticism, to name only several. He returned over and over again to certain basic themes: the poor, war and peace, non-violence, and racial justice (which he espoused with such force that Black Panther leader Eldridge Cleaver, reading *The Seven Storey Mountain* in prison, copied out the passage on Harlem to use in delivering lectures to other prisoners). But he didn't neglect numerous "minor" subjects. He could write an essay on Boris Pasternak, Mahatma Gandhi, William Faulkner, or Albert Camus with a compassion and insight that was the envy of some scholars who had devoted a lifetime of study to just one of them.

What is galling is that all his work had to be passed by censors in his religious order. In some cases his writings (for example, that on Teilhard de Chardin) were held up by the Order's superior-general in Rome as a matter of "prudence." In the case of *The Seven Storey Mountain*, it was an immense manuscript, covering in detail not only his frequently exuberant secular life but also what had happened to him during his early years in the monastery. But a large portion of the book was cut

out, primarily by Trappist censors, and literally thrown away. As far as I have been able to learn, there is not even a complete manuscript locked away somewhere waiting for the eyes of unborn generations. Consequently, a substantial portion of a very important work of our time was lost.

It strikes me that in a way Merton's life was rather an "American" success story. He was an immigrant; he did well in college; he worked hard and with dedication; he earned something like half a million dollars for his Order; and he achieved considerable fame. The famous and the lowly came to the gates of "his" monastery in Bardstown, Kentucky, though his superiors kept most of them out. Merton was five feet nine in height, of medium build with considerable muscle because of his continual manual labor, balding since his college days, and playfully witty. He was a linguist, and a good musician and artist, though he never fully developed these latter skills.

Merton was born in the south of France and brought to America the next year. His father was an artist who was forced to work as a gardener at first. His mother was American. She died of cancer early in Merton's life. The father went abroad again, leaving Merton and his younger brother, John Paul, to be raised by his wife's family. But in 1925, when Merton was 10, the father brought the sons to France for three years, where they went to French schools. In 1928 the family moved to England, where his father died. When Merton was old enough, he was sent to Cambridge University. However, a scandal resulted in his being sent by his guardian to New York and Columbia. This was 1934, when he was 19.

At the College, Merton was a Big Man on Campus. His conversion from Protestant Episcopalianism to Roman Catholicism in 1938 came as a great surprise even to his close friends. For a while he lived in Greenwich Village. He spent the summers of 1939 and 1940 in rural Olean, New York, where he grew a beard and wrote. His major effort was a novel called "The Journal of My Escape from the Nazis," a highly autobiographical work with overtones of a spiritual quest.

The two years following his conversion to Catholicism was a period of



*Secluded at the monastery at Gethsemani, in 1966, a balding Merton continued to delve into two of his lifelong concerns: oriental religions and the problems of war and violence.*

marking time that numerous young people experience. But soon Merton made a crucial decision. In a lightning moment, while he was praying in a workingman's church in New York City, "It suddenly became clear to me that my whole life was at a crisis. Far more than I could imagine or understand or conceive was now hanging upon a word—a decision of mine. It was a moment of crisis, yet of interrogation: a moment of searching, but it was a moment of joy. It took me about a minute to collect my thoughts and the grace that had suddenly been planted in my soul . . ." He made the awesome decision to become a priest.

He considered the Franciscans and taught briefly at their college near Olean. Then in late 1941 he decided to join the Trappists, an order requiring vows of silence, after he had been on a retreat at their monastery called Gethsemani. On December 14, the Sunday following the bombing of Pearl Harbor, he entered the monastery gates, fully expecting to leave the world forever. His mind and soul quickly centered on the Trappist motto "God Alone." In one of the rare letters he was allowed to write in his

early years at Gethsemani, he told a friend, "It is very good and sweet to be occupied with God only, and to sit simply in his presence and shut up . . ."

The spiritual Merton was dominant, but the creative Merton was never buried. Poems came to him constantly—during meditation or while singing in the choir—and he received permission to write them down. His thoughts ran along apocalyptic lines, and in his early monastery poems there are numerous images of people escaping from the world to meet in the "holy desert." One of his most touching poems was written in 1943 after Merton learned of the death of his younger brother John Paul, whom I remember as a rather wild blond kid. He had joined the Royal Canadian Air Force and was shot down during a bombing raid against the Nazis. It read in part:

*Where, in what desolate and smoky  
country,  
Lies your poor body, lost and dead?  
And in what landscape of disaster  
Has your unhappy spirit lost its road?*

Merton normally had a grimly realistic view of the world and held a lifelong pessimism about mankind's ability to find a permanent peace. Neverthe-

less, he wrote continually about peace, worked with several peace organizations, and strongly advocated nonviolence as an approach. He saw nonviolence as the sole means of attaining a greater measure of earthly harmony. In an essay published a year before his death, he wrote:

*Nonviolence is perhaps the most exacting of all forms of struggle . . . [It] is not built on a presupposed division, but on the basic unity of man. It is not out for the conversion of the wicked to the ideas of the good, but for the healing and reconciliation of man with himself, man the person and man the human family.*

As an aside, I should note that Merton dedicated this essay to folk singer Joan Baez, who had visited Merton at his monastery shortly before.

*The Seven Storey Mountain* is the work that catapulted Merton into the eyes of the world. The book was so forceful that it caused a quiet revolution among many American Catholics and eventually among some people of different beliefs both in the United States and around the world.

Essentially it is the story of an intellectual young man with secular, artistic, and mildly leftist leanings who



finds his way into the Church. There are dozens of books with similar themes, but none that has touched a nerve in modern man the way that Merton's book has. What makes it different? I think it is that Merton's spiritual plight and spiritual hunger reflected so much of the condition of many other contemporaries.

Merton had grown up during the rise of Fascism and Nazism—he was a passionate anti-Nazi—and during the years when Stalinist Communism was at its most cynical and brutal stage (even though its messianic aspects were still attracting numerous Americans, especially intellectuals, including some of Merton's friends and fellow students). There was also the Great Depression, and the rage for new art forms. Merton was markedly aroused by the work of Pablo Picasso and James Joyce, and the music of Duke Ellington, Louis Armstrong, and Igor Stravinsky, and even such then esoteric sounds as flamenco and Balinese music. Tens of thousands of people saw themselves in Merton, felt his anguish over Harlem, World War II, and the deadening effects of large scale industrialism.

Merton's *The Seven Storey Mountain* brought modern man into confrontation with his society; with the natural, man-made, and supernatural forces around him; and with his religious. The book became a guidebook to the plight of contemporary persons, touching Catholics and non-Catholics alike in their deep, alienated unconscious.

Despite the book's success, Merton's attention in 1949 was focused on his ordination, which took place later that year. He saw it, shortly afterwards, in these terms:

*My priestly ordination was, I felt, the one great secret for which I was born. Ten years before I was ordained, when I was in the world, and seemed to be one of the men in the world most unlikely to become a priest, I had suddenly realized that for me ordination to the priesthood was, in fact, a matter of life or death, heaven or hell.*

But ordination did not bring Merton the isolation and solitude he hoped for. While Merton the monk-priest sought quiet, Merton the thinker and writer could not be contained. His restless, searching mind kept probing deeper and deeper into a number of fields.

At first he concentrated his studies largely on monastics, though he continued to write poems and essays on the side. He studied the Church Fathers, the desert fathers, the medieval mystics, and great Spaniards such as St. John of the Cross and St. Theresa of Avila.

Then he broke away from religious topics and broadened into a pre-occupation with the human condition in all its losses and gains. I find, in looking over his work, essays on James Thurber, Ernest Hemingway, the refugees in Hong Kong, the dead children of Birmingham, Flannery O'Connor, the Algerian civil war, Adolph Eichmann. Merton's writings increased with explosive force. Pieces of his appeared everywhere: *Texas Quarterly*, *Life*, *The Lugano Review*, *Holiday*, *Charlatan*, *Journal for the Protection of all Beings*, *El Como Emplumado* (Mexico), *Sur* (Buenos Aires), *Ghandi Marg* (India)—plus all the Catholic publications that ate up his articles with nervous ferocity.

Always Merton had two great concerns: the peace of mankind and the peace of the human soul.

He searched relentlessly for ways of achieving that inner peace that he thought every person ought to have in order to be a productively functioning, integrated individual. As a Cistercian (Trappist), Merton sought that peace in solitude, meditation, aloneness with God; but he was led—or led himself—beyond the discipline of his order. In the late 1950s he returned to his study of Eastern spirituality, a subject that had occupied him occasionally at Columbia College, where one of his friends had been a Hindu monk named Bramachari. In doing so he was not searching for a new religion—he had one—but for a discipline of different color and intensity. He turned to Zen Buddhism.

To Merton, Zen was not the cool, one-upmanship game that it became for numerous avant-garde Westerners, but a demanding, rock-hard discipline that was the antithesis of Western thinking. Merton had come to believe that Western rationalism, with its stratification, "logic," and codification, was unable to encompass the full range of human thought and feeling.

One of the Eastern philosophers who interested him especially was the

Chinese sage named Chuang Tzu, who lived at the same time as Plato and Aristotle. Chuang Tzu is usually associated with Taoism and is considered a forerunner of the Zen movement in the Orient. Merton spent about five years in meditating upon the works of Chuang Tzu, and annotating them, and then produced a book of "translations," which were a combination of poetic rephrasing of others' translations and his own insights into the Master's mind. Said Merton about the "translations:"

*I have been a Christian monk for 25 years, and inevitably one comes in time to see life from a viewpoint that has been common to solitaries and recluses of all ages and cultures. . . . The philosophical temper of Chuang Tzu is, I believe, profoundly original and sane. . . . It seeks, as does all the greatest philosophical thought, to go immediately to the heart of things.*

By the mid-1960s Merton's studies of Buddhism had gone far beyond the work of Chuang Tzu. At the time of his death he was beginning what promised to be years of work and meditation on the massive body of Eastern philosophy and religion. Merton saw Buddhism not as a limited, passive thing the way most Western thinkers (and Catholics particularly) see it, but as a dynamic and creative force that has been the way of life for hundreds of millions of people. He was not interested in plucking odds and ends from Eastern religion and amalgamating them into Christianity. Buddhism, to him, had its own valid existence, and he was trying to shed the restrictions of the Western mind in reaching out for it.

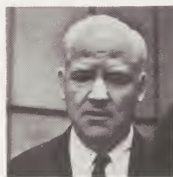
Merton was constantly caught in the duality of his commitment: to the quiet monastic life and the turbulent, suffering world, the altar and Vietnam, the hermitage and Harlem. In monastic seclusion, Merton saw life-giving water, a soul-cooling gift. The monks were like Moses striking water—a rich, interior life—in the deserts of the world. But on the other hand, there was always the equally urgent, inescapable commitment to the suffering lot of humanity.

Merton was inevitably led out of his solitude in the monastery, just as years before he had been led into it. In the last years of his life, he made a number of short trips throughout the United

States, principally to attend meetings and visit other monasteries. In walks through big cities and little towns, from planes and trains, through newspapers and the movies, he watched what was happening to the world. His health had never been good, and he had several stays in the hospital.

The trip to Asia in 1968, from which he didn't return, had been on his mind a long time. He wanted to visit the sources of Buddhism in India and the monasteries of Thailand and Indonesia. His examination of Zen was bringing him further into the original and primitive roots; he was, for example, interested in the Tibetan "Book of the Dead." He knew also that in Asia he would see the world's human suffering at its most raw, most hopeless.

He passed through New Mexico and California, and then went to India, where he had long meetings with the Dalai Lama. Then he travelled to Bangkok, Thailand, for a conference of Benedictine and Trappist monks on the future of monastic life in Asia. It was at Bangkok that the terrible accident happened. A savage flash from an electrical fan charred his skin and stopped his heart.



Lida Moser

Robert Giroux

Robert Giroux '36 is a leading editor and publisher and a long-time friend of Merton. A native of New Jersey, he was editor of *The Columbia Review* and a writer of film and music reviews for *Spectator* while at the College. After graduation he worked for the Columbia Broadcasting System, but became an editor at Harcourt, Brace in 1940. In 1955 he moved to his present firm, which became Farrar, Straus and Giroux in 1964. Among his hobbies are opera and the silent film; he is completing a book on the comedies of Mack Sennett. He has edited and published many of Merton's books.

I knew Thomas Merton for thirty-three years, from the time he was a sophomore and I a junior at Columbia College to his untimely death in Thailand last December ninth.

As an editor and publisher I've met

some unusual people; he was one of the most extraordinary men I've ever known. He grew and developed over the years, in an interior sense, more deeply than anyone I know, and came to be recognized as the leading mystical writer in the English-speaking world.

At the same time he retained an unquenchably youthful spirit and did not, like most persons, become rigid in his outlook or ossified in his responses. There are at least two reasons for this: his faith was so deeply rooted and unshakable, and he started out very much ahead of his times.

As author and editor we shared many experiences, not the least interesting of which was the publication of *The Seven Storey Mountain*. He was so full of life, so vital, that it is still hard for me to believe he is dead. He died at the height of his powers, in Asia, on a journey he had long wanted to make, far from the only real home he had known—the Abbey of Gethsemani in Kentucky.

**THE WOULD-BE NOVELIST:** I first met Merton in the Spring of 1935 on the fourth floor of John Jay Hall, when he came to the editorial offices of *The Columbia Review*. At that time he was twenty, with blond, thinning hair, a rather stocky build, and a pug nose. I liked his good humor and wit, and we swapped praises of Mark Van Doren, whose classes we were both attending at different hours. He sent in a manuscript which I soon accepted for the *Review*; it was vivid, well written, and contained the following description of a tragic incident:

*The man was lying there in the road with the newspaper over his face. Near his right hand was a full pack of cigarettes soaked in blood and gas. The wrapper was torn open. In those last seconds of his life, he was going to have a smoke on his way home. Now his body lay there, a cold objective thing, separate and meaningless.*

The key word is "meaningless." In 1935 the world and his life seemed meaningless to Merton. I saw little of him in the following months, though occasionally I ran into mutual friends like Edward Rice, Robert Lax, Ad Reinhardt, Seymour Freedgood, and Bob Gerdy at the *Jester* office. I learned that Merton liked jazz, that he

had studied at Cambridge University before coming to Columbia, and that he was thinking of joining the Communist Party (I felt his sense of humor would short-circuit that impulse, as it did). I knew nothing of his interest in religion and had no idea he was seeing Father George Ford, Columbia's Roman Catholic counselor at Corpus Christi Church, at the north end of the campus.

My next encounter with Merton was at a publishing house, several years later. In 1940 the manuscript of a novel entitled *The Straits of Dover* was sent to Harcourt, Brace, where I was a new editor. The name on the manuscript was "Thomas James Merton," and it reached my desk with a negative first-reader's report. As I read, I recognized it as a work of the Thomas Merton I had known at college. It was an autobiographical novel about a young man floundering around in New York, and trying to decide what to do with his life. There were scenes at Cambridge and Columbia, and the characters included a stupid millionaire, his wife, a showgirl, and a leftist intellectual. I found it interesting because I knew the author, but I had to agree with the first reader: it got nowhere. I rejected it. At the end of 1940 he submitted another novel, *The Labyrinth*. It was well-named—a dead-end version of the earlier book, whose story was unresolved and unfinished.

In April, 1941, Naomi Burton, who had become his literary agent, sent me a third novel, *The Man in the Sycamore Tree*. It had an attractive Mack Sennett quality—I seem to remember a Hindu mystic among the characters—but it did not add up to a publishable novel and reluctantly I sent it back. Merton made one more attempt at being a novelist: in November, 1941, Naomi sent me *The Journal of My Escape from the Nazis*. It was the best of the four, and I thought I detected in it the influence of Georges Bernanos, but I now knew that Merton was not a novelist. (I'm delighted that Doubleday will be publishing this interesting and historic manuscript in late 1969 with Naomi Burton as the editor.)

All this time Merton was coming to a momentous decision about which I knew nothing. What he was trying to work out as a novelist, he succeeded in working out in his life: he found his

vocation as a Trappist monk. In *The Seven Storey Mountain* he has recorded what he did the moment after he made this decision:

*I took the manuscripts of three unfinished novels, and a half-finished novel, and ripped them up and threw them into the incinerator. I packed up all my poems and my carbon copy of The Journal of My Escape from the Nazis, and another journal I had kept, and some material for an anthology of religious verse, and sent it all to Mark Van Doren. Everything else I had written I put in a binder and sent to Lax and Rice, who were living on West 114th Street. . . . On the following day, with an amazing and joyous sense of lightness, I was ready to go to Kentucky.*

When Mark Van Doren phoned to tell me that Merton had gone away to become a Trappist, I was dumfounded. Mark said he was sending Merton's poems to New Directions, and added: "I don't think we'll ever hear from Tom again." I agreed; we both thought he had left the world forever.

THE "TALKING TRAPPIST." For years after the publication of *The Seven Storey Mountain* in 1948, I received crank letters from time to time, calling Merton a "talking Trappist" and complaining that he ought to observe his vow of silence—as if writing were not a form of contemplation. Merton was ordered to write by Abbot Frederic Dunne, a wise man, who first directed him to continue with his poems. It was after the war, when Merton had been at the monastery four years, that Abbot Dunne put him to writing books, the first being a biography of a Trappistine nun, *Exile Ends in Glory*, about which Merton kept as quiet as he could.

The second book, *The Seven Storey Mountain*, came to my editorial desk from Naomi Burton. I was enthralled by it, but it never crossed my mind that it would be a best-seller. When I took it to Donald Brace and asked him to read it too, I had misgivings when Brace said he'd trust my judgment and wait for proofs. I wired Tom at Gethsemani, "It has taken a long time, but I'm finally going to publish Thomas Merton." The first printing of the book, which eventually sold over 500,000 copies in the original trade edition, was 8,000 copies (increased from 5,000). It came out in October, 1948 and though the first reactions were good, it was not listed in a single group of "The

Outstanding Books of 1948" at the end of the year. The first unusual sign was that it sold 31,000 copies in December. By the following May, when I visited Merton at Gethsemani, on the occasion of his ordination, I brought along copy No. 200,000. It ended up as one of publishing's all-time best-sellers.

Merton was as pleased at the book's success as I was. The earnings—all of which went, of course, to his monastery and not to him—helped to establish seven daughter-houses of Gethsemani across the country. Merton's intellectual development soon left *The Seven Storey Mountain* far behind. I noted that his obituary in *Time* called the book "perhaps the last great flowering of Catholic romanticism." Tom would have been amused by that.

LANGUAGE PROBLEMS. Perhaps one of the contributing factors to Merton's development was the censorship imposed on his work by the rules of his Order. Everything he wrote for publication had to be reviewed by at least two other monks in the Order before it could go into print. Tom accepted this rule as a fact of monastic and clerical life, but it often galled him to have unsympathetic and uncomprehending strictures result in deletions and changes in his work. Sections of *The Seven Storey Mountain*, for example, were removed by censors as "an occasion of scandal," whereas Tom looked on his whole life as a scandal.

The strangest, and most interesting, example of censorship involved his book, *The Sign of Jonas*. This story has never been told and, since it ended up creditably for everyone concerned, I feel no hesitation in telling it. *The Sign of Jonas*, a journal of the years 1946-1952, passed the censors and was set up in galley proofs. At this point the Abbot, who was returning from France, where a general meeting of the Order had been held, stopped off to see me in New York and told me that the type would have to be destroyed: the book could not be published. The Abbot was gentle and courteous, and said the Order would of course reimburse the publisher for the expenses, but the matter was now beyond his discretion. I realized that since the book had already been released by the Trappist censors in America, something must have happened in France. I asked



Edward Roca

In Olean, New York, in 1939, a bearded Merton wrote and marked time.

Father Abbot whether any of the French monks could read English. No, it wasn't the text they objected to, but the *idea* of a journal. Having recently been in correspondence with Jacques Maritain, an admirer of Merton, I asked the abbot's permission to consult this distinguished French man of letters about *The Sign of Jonas*. It was apparent that the French mentality was at the root of the problem, and this was all the more ironic since Merton spoke and wrote French and had in fact been born in France. Jacques Maritain came to the rescue, and wrote a beautiful letter in elegant French to the Abbot General in France, explaining the spiritual nature of the work that the young American monk had created in *The Sign of Jonas*. It was released.

THE JOURNEY TO THE EAST. The main themes of Merton's later work were war and peace, racial justice, non-violence, and Zen Buddhism. Buddhism he saw as a complement to, and an enrichment of, Christianity. Therefore his last journey to Asia was an exciting and wonderful event for him.

In a way he was merely repaying the many courtesy calls he had received at Gethsemani from visitors from the East, who accepted him as a monk whose Christian experience encompassed many points of contact with Buddhist meditation. Leading representatives from such traditions as Zen,



Yoga, Raja, Hasidism, Tibetan Buddhism, and Sufism had called on him in Kentucky. One of his visitors was the distinguished Japanese Dr. Suzuki, who said that of all the Westerners he met, Merton was the one who showed the greatest insight into Zen. In *Mystics and Zen Masters* (1967), the last book of Merton's I published, Merton was referring to Dr. Suzuki when he wrote: "It is illuminating to the point of astonishment to talk to a Zen Buddhist from Japan and find you have more in common with him than with those of your compatriots who are little concerned with religion or interested only in its external practice."

In Calcutta last October Merton addressed a "Spiritual Summit Conference" of Christians, Buddhists, Hindus, Jews, Moslems, Zoroastrians, Jains, Sikhs and Bahais, saying: "My dear brothers, we are already one, but we imagine that we are not. And what we have to recover is our original unity. What we have to be is what we are." In India he also met the Dalai Lama; they exchanged poems.

In Bangkok, on the last day of his life, he gave a talk on "Marxism and Monastic Perspective," stating that the Marxist ideal—"from each according to his ability, to each according to his need"—could never be achieved in society and only in a monastic setting. John Moffit, who was present, also reports that he exclaimed with enthusiasm: "Zen and Christianity are the future!" After the talk he retired in the late afternoon to his room to rest, and there he died, either from heart failure or electrocution by a live wire. John Moffit's article in *America* gives us a glimpse of his stricken body: "As I passed by the open door, I could see Fr. Merton's body lying where it had originally fallen, with a dark red burn down his right side."

It is strange that the last words of *The Seven Storey Mountain* are: "That you may become the brother of God and learn to know the Christ of the burnt men."

#### THOMAS MERTON

In his letters, Merton frequently showed a side of himself that his poems and books usually did not. He was a rugged, energetic, playful outdoorsman with a never-sundered sense of wit and whimsy, as well as a deadly earnest moralist and mystic. He often signed his letters with "Dcmstheneas," "Quincy," "Captain Thurs-

ton," "Sam," or similar names. The letter printed here by permission of, and copyright © 1969 by, The Merton Legacy Trust, is to Robert Lax '38 perhaps Merton's closest friend and a growingly noted poet and essayist. Lax, from Olean, N.Y., came to Columbia the same fall that Merton did. At the College, Lax edited *The Columbia Review*, contributed to *Jester*, and helped write a *Varsity Show*. Later, he worked for the *New Yorker*, *Time* (as a movie critic), and *Hollywood*, travelled with a circus, taught English at North Carolina and Connecticut College, and published several books of poetry. Since 1963 he has mostly lived abroad on various Greek islands.

#### Dear Samos:

How come you all the time Samos? Glad about those Italian sheep and the head of the community. Some head, and some community. He no sheep by Cow. The Greek on the back if I can remember my Greeks, is trying to say "Where can anybody fly to from the race?" Then you turn over the picture and see the picture of this toothless Leader and you recognize the race. It makes you think. Not bad. Pretty smart poetry this Greek. Poet seems to have some kind of a dirty name, but you can forgive him a few things like that because of his verse.

Where to fly from the genus? Where to take refuge from the species? In days like ours I think you can agree with me, my dear Patmos, that this is a genial and homely truth.

Me and Ad Reinhardt [the late abstract painter, Class of '35] have been carrying on correspondence by obscure telepathies and hidden calligraphic paintings of which I must send you one because I tell you Charlie I got ten million. I make the fastest calligraphic paintings in the world, twenty nine a second, zip zip zip all over Kentucky they fly in the air the doves bear them away to no galleries. My art is pure I tell you it is pure. Like I said got swarms of calligraphies the only thing wrong with them says Ad is they too small, only about a foot long, real calligraphies got to be so vast you can't get them out of the building.

What else does he say in his obscure and sly correspondence? He says he is going to chew you down for not being on the march. I am mentally on the march. Mentally is best, it is pure and not exhausting. The march to which he refers is one which occurred some time

ago in the national capital. It is positively the only march that has made any sense that I have heard about and that I have reason to regret not having been in.

I am trying to figure out some way I can get nationalized as a Negro as I am tired of belonging to the humiliating white race. One wants at times the comfort of belonging to a race that one can like and respect. This unfortunately seems to be something that has been concluded beforehand for everyone. Whence, says the Greek, shall one fly the species? John Howard Griffin did it with a pill but pills don't last. Meanwhile I take out my papers as a non-Saxon.

I send some manifestoes with the calligraphies because all I do and all I got is calligraphies and manifestoes, together with a peace prize which I won, but which I view out of the corner of the eye from a distance and with studied indifference. A Monsignor in Boston is going to pick it up for me at the back door of the organization, while I sit here and write more manifestoes, mostly humble ones.

As the days go by I mentally make another note that this is a further day in which Lax was smart to remain in Greece.

You tell Ad you was mentally on the march, you and the leader and the Italians. I am marching up the wall along with Samos and the Japanese making all the time manifestoes. This is also mental. What matter? It is time to overlook the mentalities.

In another envelope come the manifestoes, meanwhile I can't type because I am filled with rheums and schisms. In my spine it is rolling a busted disc. Medicine cries: "out with it" but prudence replies, "heavens no, let it roll. Better a spine with a disc in it than no back at all." Such are the mutterings of medicine in our time, and the quips of prudence. Was in the hospital again, all the same old things, cut, shot, bruised, battered, pasted, kneaded, heated, peeled, swept, chilled, fed, overfed, glutted, soaked, chopped and thrown back to the winter weeds of Nelson hills. Yes, and here I am with the weeds on and still a whole back, let us then give thanks to the Lord. Make a small march at Samos, for sympathy.

Yrs.

R. Higden

SAMUEL J. BLOOMINGDALE '95, for years one of New York City's leading merchants. Son of the co-founder of Bloomingdale's, he quintupled the department store's sales volume during the period when he was president (1905-1930). An innovative retailer, he was an early advocate of newspaper advertising, and his store was the first in the city to welcome an outside union. Died May 10, 1968.

JOHN F. THOMPSON '03, noted metallurgist and former president (1949-52) and chairman (1951-60) of the International Nickel Company of Canada, Ltd., and its United States subsidiary. The Stanley-Thompson Chair in Chemical Metallurgy at Columbia's School of Engineering was established in 1957 by his company to honor Dr. Thompson and his predecessor as chairman. Died July 13, 1968.



S. BLOOMINGDALE  
'95



R. VON BERNUTH  
'04

RUDOLPH LUDWIG VON BERNUTH '04, one of Columbia's best known and most loyal old grads. Active in four sports in his undergraduate days (hockey, track, crew and soccer). "Pop" von Bernuth was an enthusiastic supporter of Columbia athletics, and was a fixture at home football games. A corporation lawyer, he played semi-pro hockey until the age of 39, and aided in that sport's development in America. Died May 2, 1969.

FRANK D. FACKENTHAL '06, acting president of Columbia between 1945 and 1948. Dr. Fackenthal served Columbia for most of his adult life: even before graduation he was a member of the staff of the secretary. Secretary from 1910, he was made provost of the University in 1937. In 1967 he was named the University's first trustee emeritus. Died Sept. 5, 1968.

ERNEST HUNTER WRIGHT '05, professor emeritus of English at Columbia, and former chairman of the department of English and comparative literature (1933-47). His specialties were 18th-century Romanticism, Shakespeare, and Rousseau. Died Dec. 20, 1965.

JOHN COLLIER '06, who devoted most of his career to helping American Indians, whose culture he believed to be spiritually superior to that of white Westerners. As U.S. Commissioner of Indian Affairs from 1933-45, he was largely responsible for the Indian Reorganization Act, passed in 1934 and regarded as one of the nation's greatest Indian reforms. Died May 8, 1968.

RICHARD F. BACH '08, writer and educational consultant, for many years associated with the Metropolitan Museum of Art. Long a spokesman for the development of art in industry and champion for the needs of the industrial designer, he was credited with effecting important changes in the curricula of art schools and universities. Died Feb. 16, 1968.

## DEATHS

MORTIMER H. HESS '08, prominent tax lawyer, and pioneering scholar of the Federal tax law and its impact on estate planning. Died March 6, 1968.

MORRIS GOODKIND '08, civil engineer who designed over 4,000 bridges, including New Jersey's Pulaski Skyway. In 1958 he received Columbia's Eggleston Medal, the highest award by the University for distinguished engineering achievement. Died Sept. 5, 1968.

HAROLD S. LATHAM '09, who retired in 1953 as vice president and chief editor of the Macmillan Company. One of the finest publishing executives to tour the country in search of new authors, he added many noted writers to his company's list, among them Margaret Mitchell, who wrote *Gone With the Wind*. Died March 6, 1969.

LAWRENCE K. FRANK '12, foundation official and child-development expert. Regarded by social scientists as a scholar who had a major influence on the behavioral sciences, he was popularly known as the author of articles on child guidance. In his work with several foundations, he encouraged cooperation among experts in different fields, and was in the forefront of the movement in the 1920s and 1930s to set up child-study institutes across the nation. Died Sept. 23, 1968.

DAVID B. GREENBERG '13, a writer on wild-life, conservation, and farm life, whose books included texts on *Raising Game Birds in Captivity* and *Trout Farming*. Known for his philanthropy to the Jews and Israel, during Hitler's regime he sponsored almost 500 Jewish refugees from Central Europe to admission to this country. Died March 22, 1968.

JACOB MANN '13, respected and well-liked teacher in charge of the Boys High School annex in Brooklyn from 1947 to 1962. A teacher of the classics, he was extraordinarily concerned with his students, keeping in touch with hundreds of them long after they graduated. Died August 11, 1968.

ALBERT LEVITT '13, a professor of law, remembered as a crusader during the thirties against the Connecticut Republican machine, public utilities, and the New Deal. During three separate terms as a special assistant to the U.S. Attorney General in the 1920s and 1930s, he developed the international law section of the Department of Justice and was instrumental in the codification of United States Nationality laws. Died June 19, 1968.

ARTHUR HAYS SULZBERGER '13, chairman of the board of *The New York Times* and its publisher from 1935 to 1961. A trustee emeritus of Columbia, he had served on the staff of the *Times* for 50 years. Died Dec. 11, 1968.

SEELEY K. MUDD '17, medical educator who served as dean of the University of Southern California School of Medicine from 1941-43. A philanthropist who built many university buildings, he contributed to the Seeley W. Mudd School of Engineering Building at Columbia, named for his father. Died March 10, 1968.

ROBERT L. GRAHAM '19, chairman and a founder of the Philatelic Foundation, and a lawyer who represented many philatelic organizations. He once successfully argued before a New York court that stamps handled by stamp dealers are art objects and that the dealers should thus be exempt from licensing requirements for second-hand merchants. Died August 15, 1968.

PAUL M. SEGAL '20, a Washington lawyer who specialized in handling cases before the Federal Communications Commission. Died May 24, 1968.

NATHANIEL KAPLAN '21, who combined his work as a judge of the New York State Family Court with unsalaried service as chairman of the New York City Youth Board, from its formation in 1947 until 1966. The Board worked to stop and prevent juvenile delinquency in a variety of ways. He was also a leader in the Big Brother movement and in work for handicapped children. Died Sept. 13, 1968.

JAMES S. PICKERING '21, author and astronomer emeritus of the Hayden Planetarium in New York. Died Feb. 14, 1969.

GEORGE I. BUSHFIELD '22, vice president of the Batten, Barton, Durstine & Osborn advertising agency until his retirement in 1952. His advertising campaigns had won him four national awards. A charter member of the Columbia College Council, he received the Dean's Award for Alumni Service. Died February 12, 1969.



F. FACKENTHAL  
'06



A. SULZBERGER  
'13

WALTER M. HIGLEY '22, Bishop of the Protestant Episcopal Diocese of Central New York from 1960 until early this year. Died May 4, 1969.

DANIEL LONGWELL '22, a founder of *Life* magazine (1936). Its first picture editor, he was chairman of the board of editors from 1947 until his retirement in 1954. Died Nov. 20, 1968.

CORNELIUS H. TRAEGER '23, an authority on rheumatism and arthritis. A former vice president of the American Rheumatism Association, he was a special consultant to the Surgeon General and the U.S. Public Health Service from 1954-57, and was a spokesman for groups seeking Federal support in fighting various afflictions. Died Sept. 24, 1968.

L. FRESKO THOMPSON '25, vice president and general manager of the Los Angeles Dodgers, known for his quick, salty sense of humor. After one year at Columbia, he dropped out to begin his professional baseball-playing career, which ended in 1934. He joined the Dodgers (in Brooklyn) in 1945. Died Nov. 21, 1968.



M. ROSENTHAL  
'43



G. BUSHFIELD  
'22

CORNELL WOOLRICH '25, a leading writer of mystery stories, including *Nightmare* and *Black Curtain*. Many of his stories were adapted for motion pictures such as *Rear Window*. Died Sept. 25, 1968.

MORTON BAUM '25, a founder of the New York City Center of Music and Drama in 1943, credited with being "the financial, production and political brain that held it together." A prominent tax lawyer, he was author of the city's first sales tax, under Mayor La Guardia. Died Feb. 7, 1968.

LEO E. BROWN '27, director of the Columbia College Alumni Association, 1965-67. A partner in the brokerage firm of Asiel & Co., he was an authority on corporate bonds. He was vice-president of his class and held the Alumni Medal for service to the University. Died Dec. 7, 1968.

GROFF CONKLIN '27, a leading science-fiction anthologist, who edited some 40 collections. A freelance writer on scientific and technical subjects, he was book reviewer for *Galaxy* magazine from 1949-55. Died July 19, 1968.

JOHN A. SAMFORD '27, a retired lieutenant general in the Air Force, director of the National Security Agency from 1956-60. Died Nov. 20, 1968.

RICHARD H. WILHELM '31, chairman of Princeton's chemical engineering department and a researcher who developed a new principle of fluid separation. The method, which operates by varying the temperature of adsorbing solids in a fluid mixture, has possible application for desalinization of sea water and for petroleum refining. He was a member of the National Academy of Engineering. Died August 6, 1968.

JOHN GRADY '34, champion Columbia track star who still holds the University record for 1,500 meters. After graduation, he captured the junior national 1,500 meter title. He was employed for many years as a manufacturers' representative and buyer in the ladies' garment industry. Died June 13, 1968.

MARTIN C. ROSENTHAL '43, associate attending hematologist at Mount Sinai Hospital in New York and medical director of the National Hemophilia Foundation. He was internationally known for his research in blood diseases and problems of coagulation. Died March 27, 1969.

GIDEON OPPENHEIMER '47, Boise, Ida., attorney and former publisher of daily newspapers in Caldwell and Meridian, Ida. One of Columbia's most active volunteer recruiters, he received the Outstanding Alumni Award from the College in 1968. Died Feb. 28, 1969.

- 1892 EVERETT P. SMITH  
July 26, 1968
- 1897 HERBERT H. CHILDS
- 1899 EDGAR SERGEANT  
March 8, 1968
- 1900 PHILIP COAN  
April 22, 1968
- 1901 GERALD W. BEADEL  
April 4, 1968
- 1902 EDWARD B. BLAKELY  
ULYSSES S. GRANT III  
August 29, 1968
- DANIEL A. DE MENOCAL  
March 16, 1968
- 1903 ENOS THROOP CEEK  
February 19, 1968
- HERBERT D. MANLEY  
August 2, 1968
- LEONARD M. WALLSTEIN  
August 6, 1968
- RALPH H. WADDELL
- 1904 CHARLES G. METTLER  
August 8, 1968
- 1905 CHARLES B. BATCHELOR  
May 7, 1968
- FREDERICK E. BIEMANN  
July 1, 1968
- MAURICE HYMAN  
January 12, 1969
- JAMES A. TAYLOR  
May 3, 1968
- CUTLER B. WHITWELL  
June 11, 1968
- 1906 JAMES B. BERNHEIM  
HARRY J. CHEIMNER  
February 15, 1968
- NATHAN N. DICKLER  
June 7, 1968
- ROBERT EBLING  
CLARENCE T. GORDON  
December 12, 1968
- HAROLD J. KLINE  
December 1965
- JAMES O'CONNOR  
GILBERT L. RHODES  
August 8, 1968
- DAVID SOLOW
- 1907 LOUIS BERKOWITZ  
August 4, 1968
- RICHARD G. CONRIED  
January 29, 1968
- JAMES M. FINCH  
October 14, 1968
- ANDREW A. FRASER  
March 31, 1969
- VICTOR W. MOH  
August 23, 1968
- CAROLUS R. WEBB  
December 6, 1968
- 1908 GUYON L. C. EARLE  
May 16, 1968
- FREMONT A. HIGGINS  
March 27, 1969
- DEACON MURPHY  
July 31, 1968
- BURTIS F. VAUGHAN  
June 19, 1968
- ADOLPH WEIL  
January 4, 1968
- BYRD D. WISE  
January 30, 1969
- 1909 J. JAY ALTERMAN  
February 10, 1968
- MICHAEL H. LOVEMAN  
October 5, 1968
- L. O. ROTHSCHILD  
December 2, 1968
- WILLIS H. SELLEW  
May 30, 1968
- PHILIP TAFF  
May 1968
- EDWARD J. WOLFSOHN  
January 1, 1968

- 1910 FRANCIS N. BANGS  
March 10, 1968
- LEONARD GIEGERICH  
July 25, 1968
- SAMUEL P. HALDENSTEIN  
PHILIP KRAFT  
December 2, 1968
- RAYMOND LAWRENCE  
June 12, 1968
- THOMAS F. THORNTON  
October 16, 1968
- H. VALENTINE WILDMAN  
April 24, 1968
- 1911 AUGUSTUS H. BERGMANN  
September 19, 1968
- AVELINO VICENTE FERREIRA  
May 15, 1968
- BONNER FRIZZELL  
December 1968
- RICHARD C. KLUGESCHIED  
October 30, 1968
- JOHN M. LOVEJOY  
November 1968
- CEDRIC F. MAUBUE  
August 3, 1968
- DIEDERICH H. WARD
- 1912 THOMAS J. AHEARN, JR.  
June 24, 1968
- CHESTER I. CHRISTIE  
September 1, 1968
- FRANK L. FINLAYSON  
January 22, 1968
- HARRY L. LOBSENZ  
January 1969
- WILLIAM SAKS  
December 2, 1968
- WILLIAM S. SIMON  
LESTER SIFF  
February 3, 1969
- GEORGE F. SQUIER  
EDWARD S. SWAZEY  
August 3, 1967
- 1913 ROLAND A. HILLAS  
October 30, 1968
- FREDERICK W. KROEHL  
February, 1968
- JAY B. RUDOLPHY  
February 25, 1968
- G. RAYMOND STEARNS, JR.  
November 10, 1968
- 1914 ARTHUR H. CAVSTON  
March 19, 1968
- JOHN L. CLASS  
May 19, 1968
- HAROLD D. MENKEN  
March 18, 1967
- ARCHIE E. REINEHART  
July 7, 1968
- ARCHIE H. SAMUELS  
February 2, 1968
- G. RAYMOND WEBB  
January 23, 1969
- 1915 SHERMAN M. BIJUR  
February 28, 1968
- ERNEST B. MOORHOUSE  
MILTON H. REUBEN  
June 13, 1968
- HENRY C. SEEDORFF  
February 12, 1968
- RUDOLF E. VON SAAL  
October 27, 1968
- 1916 LE ROY COONBS  
July 6, 1968
- LEONARD W. EVENS  
October 16, 1968
- JOSEPH S. HUSKE  
July 11, 1967
- ROBERT W. MCCracken  
May 23, 1968
- JOHN W. ROGERS  
January 31, 1968



- WILLIAM E. SCHWANDA  
January 6, 1968
- 1917 ERNEST BRENNER, JR.  
April 3, 1969
- ROBERT H. GRANDALL  
ARTHUR C. ELLIOT  
February 6, 1959
- ERIC A. ERICSSON, JR.  
March 17, 1968
- HENRY W. HANEMANN, JR.  
September 3, 1968
- ROBERT H. LEDING  
February 16, 1967
- ARTHUR F. McEVoy  
August 18, 1968
- HARRY F. POHLMANN  
August 19, 1968
- HERBERT F. TAYLOR  
April 25, 1968
- 1918 EVERETT W. BARTO  
March 1, 1969
- JOSEPH A. DESPRES  
November 13, 1968
- JAMES C. DiGIACOMO  
December 2, 1968
- LOUIS J. DRUSS  
September 13, 1968
- FRANCIS FINKELHOR  
July 4, 1968
- JOSEPH K. GUERIN  
April 9, 1969
- ISKANDER HOURWICH  
May 17, 1968
- ALFRED L. HUELSENBECK  
October 24, 1968
- LOUIS HURWICH  
October 1967
- JOHN C. KILBOE  
January 13, 1969
- EDWARD C. MEACHER  
March 24, 1969
- LOUIS NADEL  
ANDREW FRANSFILL  
February 6, 1968
- DOUGLAS L. REHLAENDER  
February 13, 1968
- EDWARD J. SCHOENBROD  
February 29, 1968
- 1919 NELSON N. ALEXANDER  
March 19, 1969
- ISADORE J. DUBNAU  
March 22, 1968
- WILLIAM FELSTINER  
December 10, 1968
- HAROLD FRIEDMAN  
January 4, 1969
- FREEMAN B. HALLOCK  
May 29, 1968
- ANGUS S. McCABE  
November 23, 1968
- J. DONALD NETZ  
June 11, 1968
- HERMAN K. NEUBAUS  
May 29, 1968
- KENNETH P. PHELPS  
September 4, 1968
- GEORGE M. ROGERS  
January 16, 1968
- EDGAR K. SIMON  
July 27, 1968
- GEORGE R. STEVENS, JR.  
February 19, 1969
- MAURICE WEINER  
September 17, 1968
- 1920 WILTHE K. BAILEY  
EMIL W. BLOCH  
August 21, 1968
- H. MOTT BRENNAN  
July 18, 1968
- HARRY COLWELL  
July 24, 1968
- HARRY J. DONOVAN  
December 16, 1967



- CHARLES L. GRAY  
December 10, 1968
- HERBERT W. HALDENSTEIN  
August 5, 1968
- EDWARD F. HARTUNG  
April 12, 1969
- HARRY KALMAN  
February 26, 1969
- THOMAS O. MABBOTT  
May 15, 1968
- KENNETH B. PIPER  
February 11, 1969
- HERBERT A. C. RACHFUSS  
December 3, 1968
- RANDOLPH W. SCOTT  
October 29, 1968
- CHARLES E. SHAW  
August 14, 1968
- JULIUS SHERWIN  
May 1951
- 1921 DAVID BIEDERMAN  
December 29, 1968
- GEORGE H. DOANE  
July 31, 1968
- ARMAND L. GREENHALL  
FREDERICK W. HENDERSON  
March 21, 1968
- JAMES HODES  
January 14, 1968
- FREDERICK C. HULBERT  
January 1968
- 1922 FRANKLIN P. ADAMS  
October 3, 1968
- LOUIS H. BECKER  
July 14, 1968
- WALTER W. DOWNS  
January 17, 1968
- NEIL E. FALKENBURG  
September 12, 1968
- FRANCIS F. FARGO  
November 10, 1968
- CHRISTIAN G. FRANZUIS  
December 7, 1968
- ALVRA D. GRAY  
July 1968
- WORTHINGTON L. HANCOCK  
July 21, 1968
- JACOB KRAUT  
ROBERT P. LEE  
December 28, 1967
- JOHN MARX  
August 11, 1968
- KEITH POWLISON  
January 1968
- ROBERT J. PYLE  
July 27, 1968
- GEORGE ROTHENBERG  
November 1967
- TSUNE CHI YU  
February 25, 1968
- EMIL VERRILLI  
April 24, 1968
- 1923 HARRY E. BIERSENK  
March 17, 1968
- J. STUART BLUNDELL  
November 29, 1968
- GEORGE CALLAWAY  
1958
- SAMUEL CLARICK  
March 8, 1968
- GEORGE J. DUERR  
March 11, 1968
- NELSON A. HOLT  
August 5, 1968
- ARTHUR P. KANE  
March 27, 1969
- SAMUEL LEPLER  
July 7, 1968
- SHEPARD LOWMAN  
EDWIN A. MEYER  
November 19, 1967
- JACK L. NICOLL  
May 17, 1968
- WILLIAM A. PETRUZZI  
April 29, 1969
- JULIUS POMERANTZ  
August 24, 1968
- MARTIN H. SNEDELEY  
November 1968
- ABBOT SOUTHALL  
December 23, 1968
- AARON TOLK  
September 15, 1968
- WILLIAM J. WALKER  
April 1, 1968
- LEONARD P. WERSHUB  
January 14, 1969
- 1924 HARRY EGGERS  
March 13, 1969
- KENNETH C. FAY  
July 17, 1968

	ARCHIE W. HARKNESS December 1, 1968		JAMES E. REID, JR. December 18, 1968	1936	PATRICK LAUGHLIN EDWARD O. ROSS March 10, 1968
	VICTOR LADEVIZE November 1967		JEFFRIES SCHMALING October 25, 1968	1937	WILLIAM H. BARBER, JR. January 6, 1969
	WILLIS F. McMARTIN August 24, 1967		RICHARD B. SHERIDAN IAN FORBES FRASER March 2, 1969		FRANK L. BOELL, JR. RICHARD R. C. MCCORMACK December 28, 1968
	JACK G. PEARSON July 31, 1968	1929	HOWARD J. CANTUS November 26, 1966	1938	CHARLES V. HUPPE June 1968
	ANTHONY J. PHOITTA September 19, 1968		JOHN V. GAZZOLA December 26, 1967		WILLIAM S. JONASSEN January 1969
	SIMON SHLAER EARL R. SYMES April 2, 1968		AMBROSE D. HELIER March 9, 1968		HAROLD MANKIN June 10, 1968
	GEORGE VANDESTADT November 8, 1967		ALFRED J. HENNEY EDWARD L. KILROE April 28, 1968		THOMAS MERTON December 10, 1968
	ALBERT E. VAN DUSEN October 13, 1968		WILLIAM T. RYDELL February 1968		PHILIP C. NEWMAN February 24, 1968
	JACK WOLF July 7, 1968		GEORGE SYKES January 23, 1969	1939	WILLIAM H. BARRETT March 22, 1968
1925	CHARLES K. COSSE March 2, 1969		THEODORE BUCKWALTER July 10, 1965		RAYMOND H. W. HEARTEL March 19, 1968
	WILLIAM M. FINCKE 1968		DONALD CARTON December 14, 1968		EDWARD P. MCGEE February 15, 1968
	JOSEPH C. GEPHART May 13, 1968		HOWARD R. D. CURTMAN HENRY A. FREY, JR. February 22, 1968		WENDELL L. SEVERY November 7, 1968
	NATHAN LEVINE September 9, 1968		VICTOR H. GOTTSCHALK October 15, 1968	1940	GEORGE E. JOHNSON October 5, 1968
	SANFORD H. MARKHAM February 14, 1969		FRANK T. KERRIGON January 14, 1969		EDWARD A. MORROW May 15, 1969
	RICHARD H. MARSHALL January 9, 1969		LLOYD D. MCCRAUM January 23, 1968		WALTER WOLFE 1960
	REGINALD MOORE March 12, 1969		ROBERT HUFNAGEL September 25, 1968	1943	NORMAN N. ALBERSTADT September 2, 1968
	OTTO H. MUSTERMANN January 5, 1969	1931	C. ALLISON MONROE May 26, 1968		CLYDE S. HAMBLEN January 29, 1969
	JOHN F. VAN BROCKLIN January 4, 1969		NATHAN A. WISE April 1, 1968		JOHN W. HIGGINS MATTHEW ROSENSCHEIN, JR. July 26, 1968
1926	FRANCIS A. BRICK, JR. April 3, 1968		PARNELL J. T. CALLAHAN February 27, 1969		LOUIS E. SCHAEFER March 9, 1968
	PHILIP BURACK November 5, 1968	1932	JOHN F. CONLON January 19, 1969	1944	WILLIAM ALBERT February 16, 1968
	CLYDE E. DARLING 1965		JAMES H. MOURADIAN April 19, 1968		J. CYSBERT BOUMA April 19, 1968
	JOSEPH HAROUTUNIAN November 15, 1968		ALAN J. PERRINE October 14, 1967	1945	DUNCAN PURCELL January 29, 1968
	LEONARD L. HUXTABLE CARL P. RATHENMACHER 1964		ROBERT L. SILICH March 31, 1969	1946	WALTER H. BOYCE November 8, 1968
	VLADIMIR E. SMITH December 1, 1968		JULES H. SREB November 17, 1968	1947	L. DONALD MAHER July 25, 1968
	CANIO L. ZARBILLI April 24, 1969	1933	JOHN ANDERSON ROBERT E. GRAEF April 20, 1968	1948	SALVATORE CALTABIANO February 23, 1969
1927	JOHN H. CARLIN October 14, 1968		JOSEPH E. HANLON GEORGE G. HAYDEN JOHN E. LAHTI 1950		PETER R. O'CONNELL May 2, 1969
	JOHN A. CROWTHER FERRIN FRASER April 1, 1969		EMBERTY S. REEVES November 1968	1950	HOWARD T. STERLING 1967
	ROBERT F. KOOP March 17, 1968		FREDERICK C. STROH October 11, 1968		NORMAN FRANKEL June 30, 1968
	TERRILL B. MARSH September 22, 1968		HERMAN J. VON PLONSKI March 11, 1968	1952	RAYMOND E. OLSON March 17, 1969
	WILLIAM H. MATTHEWS, JR. August 27, 1968		MARVIN WEINBERG May 24, 1969	1953	GILBERT LAU JACK LETTNER November 21, 1967
	WILLIAM F. McDONALD January 26, 1969	1934	JAMES T. DODGE August 11, 1967		RICHARD L. SEITZ November 24, 1968
	ALBERT TYLER November 1968		ALAN H. FENTON May 30, 1968		ARTHUR R. SPRAGUE, JR. June 20, 1968
1928	JOHN W. ANSELL November 1967		NICHOLAS E. GOLOVIN April 27, 1969	1955	JONAS R. WATKINS September 26, 1968
	MALCOLM A. CRUSIUS October 3, 1968		GEORGE A. OLFP JAMES L. RYAN May 21, 1967	1957	LEONARD PORT Winter 1968-69
	GRANT DALY September 2, 1968		ALFORD L. WOODS ALEX GREENBERG January 13, 1968		ROBERT E. SCHULTZ April 1968
	JAMES P. FORSYTH, JR. October 4, 1967	1935	WILLIAM DOCK LEE March 31, 1969	1958	ASHER D. GOSCHBERG September 1967
	NELSON SMITH KIRK II August 26, 1968		PAUL H. REESE May 2, 1969	1963	CHARLES E. WAHL October 1968
	DOMINIC J. MASSA May 22, 1968		MAXWELL J. WHYNK 1966	1966	RUSSELL L. EQUI January 26, 1969
	JAMES J. MCCARTHY, JR. HENRY D. OSTERHOLZ August 2, 1967				ROBERT I. HERZ November 12, 1968
				1968	JOHN T. NORTON, JR. June 2, 1969

# Unusual Notes on an Astonishing Nation

by CHRISTOPHER EDWARDS

photographs by EDWARD RICE

*A noted journalist vividly describes the India he knows and loves in terms that few people have ever dared to think about.*





WHEN THE EXPERIENCED traveler returns to the United States and talks about India, he often finds that his listeners begin to look glassy-eyed. Boredom? Indifference? Horror? Few people seem to react normally to a description of India.

Nearly everything about India overwhelms the foreigner. Arriving at any of India's four major airports, he is overcome. The heat is unbearable, relentless. In the customs room, tiny brown men in tan cotton dress squat against the walls on their haunches, their arms sticking straight out, palms down, across their knees. At the same time, officious customs men in white delay the traveler for hours over trivia. Numerous forms are filled out and then disappear into India's ancient vastness. The traveler is overwhelmed by the inertia and the needless activity alike.

On the way to the city, the road is as crowded at five in the morning as an American business street is at noon. A mass of people going—where?—on foot in swift strides, in ox carts, battered taxis, and trucks. Everywhere people are defeating by the side of the road, each person for a moment alone in his little world, unnoticed until he rises, gathers his *dhoti* about him, and joins the hurrying swarm. Then, in the city there are the near-dead: thousands of men who line the streets at night like rows of corpses. A few die each night, and in the morning the sweeper truck comes to pick up the bodies.

And the countryside? The traveler expects to see a single picturesque farmer with his oxen and wooden plow, turning over the earth. Yes, he is there. But beyond him, and to his left and right, are other farmers, as if the landscape were filled with uncontrolled picturesqueness, which suggests a touch of madness. There appears to be no limit to the tiny patches of farmland, and the pattern of farmers and oxen. India is fragmented almost beyond repair. And the farms are so often bare and dry. Yet international experts believe that with irrigation and proper seed India is capable of producing two or three crops a year. India's agricultural potential is said to be greater than America's.

*Christopher Edwards is the pseudonym of a College alumnus who has lived and traveled extensively in India.*

The main produce seems to be people, born at a rate that staggers the imagination, and that results in a situation of congestion for which there is no precedent in history. In an area one-half the size of America, there are, according to the official figures, 498 million people. Overnight the figure is corrected to 531 million. The World Health Organization estimates that India's population may reach a billion and a half in the next 40 years.

Why don't the Indians practice birth control? Well they do, in a way. Recently Indian men were offered transistor radios in exchange for allowing themselves to be sterilized. But few men are willing to accept the sterilization with its implied loss of virility. And the women. What is the estimate of fertile women in a population of half a billion? They marry early, often at 13 or 14. Even if they live only to the expected 25 or 30 years of age, they are capable of bearing too many children to support. How is one to convince this mass of loving, normal, desirous women to limit their families to four or five children, or two or three as the government suggests?

How can the government even speak to the people? Over 80 per cent of the population live in 540,000 villages. They have few radios, and many can't read. (Barely a quarter of the men can read, and very few women can.) And, if the people were willing to practice birth control, where are the medical teams—the doctors, nurses, and technicians—to come from? How many medical teams are needed to assist 90 million fertile women?

AND WHAT ABOUT FOOD? Here is another crucial problem. Premier Nehru made the decision to concentrate India's energies, wealth, and manpower on rapid industrialization. Agriculture was set aside, as was population control. While new industrial complexes sprang up around Calcutta and other big cities, the farms staggered along at the ancient pace—while the population was expanding rapidly. Not surprisingly, famine conditions set in throughout many states.

Take, for example, the state of Bihar in Eastern India. A chronic sufferer as far back as anyone can remember, the state had five years of drought from 1961 to 1965. In 1966 there was another drought and a famine in which

food disappeared almost entirely. In 1967 the situation was even worse. Out of Bihar's 61 million people, some 30 million were starving. There was literally no food except what could be taken from nature, such as leaves and bark.

Nor was there any water or fodder for the cattle, so many of them perished. As news of the crisis spread abroad and aid began to be sent in, the Indian government is reported to have sent a memorandum to the various foreign embassies and consulates saying that the extent of the famine was being exaggerated and that there was no need for alarm. The result was that some of the foreign relief agencies temporarily ceased their aid programs—until they later found out the truth.

For most of 1967-68 the starving people of Bihar and elsewhere were kept alive by hurried shipments of food, mainly wheat. For eight or nine months, each starving person received eight ounces of cracked wheat and a half ounce or ounce of skimmed milk powder once a day. (The average person requires about 16 ounces of basic food like rice or wheat per day. The average Indian gets 11 to 13 ounces in a good year. Presently, India consumes 25 per cent of all America's wheat.)

And then there are the medical problems. Leprosy, for example—the Westerner no longer knows what that disease is. He learns when a leprous beggar thrusts his bleeding stumps into the taxi to demand money. There are approximately five million sufferers from leprosy in India, or roughly one out of every hundred people. The disease is virtually beyond control. And blindness. There are about four million blind people in India, blind not only from accidents and parasites but from childhood malnutrition. An undernourished child can often become blind by the age of five. And then there are the other diseases that have passed into history for the Westerner—smallpox, hookworm, cholera, and intestinal parasites.

Other problems follow, important to the Indians, and almost incomprehensible to foreigners. The caste system is still strong, contrary to the optimistic statements of the government spokesmen and despite legislation forbidding it. There are four major castes, corresponding to the parts of the body: the head, arms, legs, and feet. As might



Young Indians at work in an American-financed telephone factory. Indians have a new class of managers and industrial workers, which helps break down traditional caste distinctions.

be expected, the head—the Brahmins or the priestly, aristocratic caste—is expected to be served by the other parts, and to a large extent it is. Beyond the castes are the famous untouchables—80 million people who comprise roughly 15 per cent of the population. The four castes contain an indefinite number of subcastes, something like two or three thousand. While the caste system is eroding slightly in the big city offices, factories, and service industries, it is actually becoming more rigid in the rural areas and small cities.

Then there are the religious differences, which are serious and deep. Muslims in India tell foreign friends frankly that they are afraid of the Hindu majority, and give specific examples of discrimination. India's tiny Jewish community sees no future for itself, and has declined from 30,000 members to about 8,000, largely by emigration to Israel. Language too is a major divisive force. There are 16 or 17 major languages in India, with dialects numbering several thousand. The government wants Hindi as the basic major language, but India's South, with its different linguistic family, favors English. The battles over language have actually splintered several Indian states into smaller units. Increasingly, minority religions or language groups demand autonomy. The feelings about caste, religion, language, and local autonomy are so intense that they spill over into the streets, and there are riots, often resulting in deaths, almost daily in India.

And then there are the social problems like housing, transportation, education, and medical services. But why continue?

I do not want to make it seem that India is all sorrow, poverty, disease, and chaos. It is too easy to let the tragic aspects crowd out the beauties and strengths of the nation and its people. Portions of the land are very beautiful, and the culture is rich and highly developed. What gives India its special endearing flavor, though, is the quality of its life. Most of the people, despite their heavy and unceasing problems, are marvelously friendly, hospitable, and even cheerful. They possess an undaunted spirit, a warmth amidst suffering, an inner beauty that no other people can surpass.

**W**HAT IS GOING to happen to India? What should other nations do? Well, the authors of the recent *Famine 1975!*, two American agriculturists, suggest that India be allowed to go down the drain, while the world concentrates on more salvageable nations like the Gambia, Tunisia, Libya, and Pakistan. Many other persons, through inattention or inactivity, seem to agree. Indeed, many Indians themselves have an air of fatalism about them.

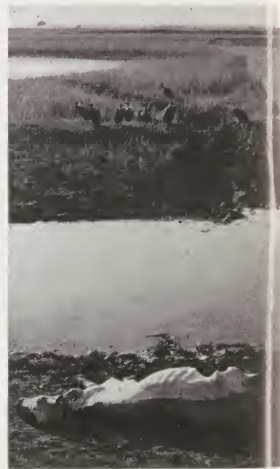
But there are signs of change. Within the last two years, new strains of

rice, developed by international experts, have been introduced in India. This could raise the rice yield per acre six- to eight-fold. The problem is to get the farmers to accept the better seed, to teach them how to change their planting and harvesting cycles, and to get people accustomed to the slight difference in flavor and texture. (Even some of India's starving complained about the taste of the emergency imported rice.) But it can be done.

Besides food, the main area of expected improvement is the reconstruction of Calcutta. Calcutta, a city of perhaps 7 million people, is crucially important in India. Nearly one-third of India—five Indian states and three Himalayan countries with a total population of 180 million (about the population of all Western Europe)—depend upon this city. Presently, however, Calcutta has the reputation of being "the worst city in the world." Nearly everything that can go wrong with a large urban complex has gone wrong with Calcutta.

The city has a good literary tradition, some fine film makers like Satyajit Ray, the highest proportion of univer-

A woman sleeps on a commercial street in Calcutta. She may have as many as 700,000 counterparts. At right, cultures wait for a cow to die in Bihar province.





*A shantytown on the outskirts of Bombay houses the urban poor.*

sity students, and is India's leading port with 42 per cent of the exports (primarily tea and jute) and 25 per cent of the imports going through. It is also the capital of the state of Bengal, the most industrialized state in India. But, though Calcutta's population has doubled in the past 20 years, there has been no substantial improvement in the city's water supply since 1936, no new schools since 1947, and no increase in bus or trolley transport since 1949. There is only one bridge across the Hoogly River (like having only one bridge or tunnel into Manhattan); and across the river in Howrah 900,000 live without a single sewer. Imagine all Brooklyn without a sewer!

Today, Calcutta has the promise of revival, thanks largely to the World Health Organization, or WHO. Several years ago WHO began an effort to check cholera, which is endemic to Calcutta; but it soon realized that cholera there could not be stopped without doing something about the sewerage and water supply. In turn, WHO experts were led into problems of housing, education, administration of the port facilities, and other aspects of the city. Meanwhile, America's Ford Foundation made a series of catalytic grants for studies and for beginning renewal efforts, relying on the Indians themselves to carry out the revival of Calcutta. An ambitious plan has been drawn up, and some work has even started. The scale has not yet been tipped in the other direction, but attempts are being made to stop the deterioration.

**W**HAT IS NEEDED NOW is an end to Indian bickering and indecision, traits that infuriate foreigners trying to

be helpful, plus large scale investment by the World Bank, the United States and other wealthy governments, private investors from outside India, and Indian businessmen.

I should explain that much of India's upper crust is like that of Latin Amer-

ica. It too frequently ignores the misery of its own people. During the terrible famines of 1967, only one of the 50-odd relief agencies was Indian; all others were foreign. N.C. Chaudhuri, a noted Indian journalist and probably the most perceptive observer of his own nation, writes angrily about the "brown colonialism" of the Indian upper class that has replaced British colonialism in India.

It looks as if any significant and lasting change in India is going to come from outside. Either the Communists will light the fuse or enlightened foreign nations and businessmen are going to become actively involved in aiding India. Some informed Englishmen and Americans in India talk of the nation becoming a hundred Newarks. A member of one United Nations affiliate remarked that India is going to see

*A group of untouchables at Raghunathpur.*







"a lot of urban Congos"—that is, mass indiscriminate slaughter by people trying to relieve their misery by letting loose. He expected the dead in Calcutta to be "in the hundreds of thousands." One Maoist said, "India will become another Vietnam." Outsiders, especially Americans, simply cannot remain unconcerned about India and its people, though there is a tendency to plead helplessness or look upon the situation with loathing.

I had wanted to write an article on India recently for one of the big American periodicals. The editors with whom I discussed the idea said no, but they passed their inter-office memoranda on to me.

*Editor A to Editor B:* "Every piece I have read on India in the past fifteen years has been more or less the same, and I am sick to death of them and their problems and their massive, chronic unwillingness to do anything about anything. On the other hand, one reminds oneself that this is about 15% of the human race, and this writer writes quite well. If your reaction is negative, please reject; if positive, let's talk further. (But can you imagine an impressionistic piece on India actually getting scheduled?)"

*Editor B:* "I must admit that when I see articles on India in magazines, I am pleased because I know this is something I can skip. Their problems are both ageless and insoluble, and I don't want to hear any more about them. Like you, I found this outline admirable and feel sure he would do an excellent piece. But I don't think it's something we need, and would regretfully say no."

One final note. I read recently that by the time of America's Apollo 11 shot into space, the United States had spent \$25 billion on the space program. I grant that the program can be defended on the basis of its importance to "the future" of mankind, and it certainly is a heroic and impressive example of modern science and technology. But, having seen men, women, and children lie down on the ground to die of hunger or disease, and having been shown a three-year-old girl who was found eating clay because there had been no food in her mud-walled hut for several days, I wonder about the morality of choosing the future over the present.



## Do you belong too?

If not, join today. Join the 7,600 other College graduates who are members of the Alumni Association.

Membership helps support *Columbia College Today*, three-time winner of the Sibley Award as America's finest alumni magazine, and alumni meetings, mailing, and reunions. It helps support Dean's Day, the monthly New York luncheons with leading intellectuals and

public figures, and numerous undergraduate activities.

It keeps you informed about Columbia, higher education, trends in American life and world affairs.

The cost? Five dollars a year for the first 5 years; \$10 a year thereafter. A three-year membership is only \$27.

Help yourself to better information and higher service. Join now.

## **Association of the Alumni of Columbia College**

401 Ferris Booth Hall, Columbia University, New York, N.Y.



**Columbia College Today**

Room 336 • 632 West 125th Street  
New York, New York 10027

*Address Correction Requested*

From now onward, any nation which takes an isolated view of its own country will run counter to the spirit of the New Age, and know no peace. From now onward, the anxiety that each country has for its own safety must embrace the welfare of the world. . . .

RABINDRANATH TAGORE

Non-Profit Organization

U.S. POSTAGE

PAID

New York, N.Y.

PERMIT NO. 3593